

SURVEY OF STUDENTS ON MARVIN & JESSIE ASSEMBLIES
Bates Elementary 2007

A survey of 5th & 6th grade students on changes in the M&J assemblies for two years found that 1) Teachers as actors were more expressive and more understandable than were 6th grade students; 2) Sixth graders liked the student actors more than faculty because they got to take parts & they liked to see their classmates take parts; 3) Some 6th graders feel they are too mature for the skits, unless they are participating in them; 4) Sitting on the floor is too uncomfortable for a 30-45 minute skit, at least for some.

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School Bates Elementary

District Weber School District

Target Group: (whole school, entire class, grade level) Whole school (except K)

Target Group selection is based upon the following data/information/school improvement goals: There is not enough room in the gym to include the Kindergarten and we are using a different character education program with them.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Introductory skits	Students will feel united school wide on the character trait they are working on.	Marvin & Jessie introductory assemblies	October 2006/ May 2007	600	Skits will be put on once a month, 1 st thing in the morning on the 1 st Wednesday of the month	5 th and 6 th grade students will be surveyed in May

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School Bates District Weber

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Edward Williams	School minus K	Marvin & Jessie	Oct 06-May 07	600	Four question survey of 5 th & 6 th graders on differences between 1 st year with just intermediate grades and faculty actors, and 2 nd year with whole school and student actors.	<p>6th: 75 preferred student skits 15 preferred faculty skits 7 liked them equally</p> <p>5th: 40 preferred student skits 34 preferred faculty 10 liked them equally</p> <p>12 referred directly to sitting on the floor and a few others to it being to long &/or boring</p>	<p>Faculty does a better job & is more understandable.</p> <p>Students like the opportunity to participate & see their peers play the parts.</p> <p>Going with no chairs to get more in makes it uncomfortable & interferes with their enjoyment.</p> <p>Some 6th graders like to feel they are “too mature” for such, except if they are actors.</p>

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Principal's Signature

Date

Date of Staff Presentation

Edward C. Williams

Prepared By

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

***Include actual numbers and attach data, examples and documentation.*

**Utah Comprehensive Guidance Program:
Closing the Gap
Abstract
2006-2007*, Elementary Schools**

This study was designed to assess whether or not students felt that they could make a positive difference in their environment with a service attitude. In a school wide activity for "Make A Difference" week, students were taught special lessons, given fund raising opportunities and each grade level did a service project. 226 students at Club Heights Elementary School were surveyed after this activity. The survey asked students what they felt the purpose of the activity was. 93% of students understood the purpose. 85% felt they helped someone. 60% of student went outside school opportunities and did something extra. We consider this program a success.

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School Club Heights Elementary School District Weber School District

Target Group: (whole school, entire class, grade level) 1st grade -6th grade

Target Group selection is based upon the following data/information/school improvement goals: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Every student can make a positive difference in their environment, with a service attitude.	<p>Asset #26 Caring: Students are encouraged to believe that it's really important to help other people.</p> <p>*project will create an awareness of others needs</p> <p>*students will learn the term service and understand the impact it can have on their environment.</p> <p>*project will empower students to see they can effect their environment positively.</p>	<p>Literature: Ordinary Mary Does An Extraordinary Deed.</p> <p>Compliment lesson #6 Teaching and Reinforcing Prosocial Skills</p> <p>Teachers: Envelopes with sticker for each child. Asset #3</p> <p>Students: Envelopes with 12 stickers Asset #15</p> <p>Materials for individual grade projects</p> <p>Supplies for fund raiser. Asset #24</p>	October 16 th – October 20 th	250-300	<p>First through Sixth Lesson One: During schedules counselor presentation times.</p> <p>Lesson Two: On scheduled day of compliments.</p> <p>Service Projects: Teachers individually choose days within the week that will work best for their class</p> <p>Fund Raiser: Reading team will run throughout week.</p>	Questionnaire to be completed by students

Cami Alexander
Principal's Signature

5/17/07
Date

Oct. 16th-20th 2007
Date of Staff Presentation

Robyn Cottam
Prepared By

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School Club Heights Elementary School

District Weber School District

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Robyn Cottam	1 st grade -6 th grade	<p>Literature: Ordinary Mary Does An Extraordinary Deed.</p> <p>Compliment lesson #6</p> <p>Teaching and Reinforcing Prosocial Skills</p> <p>Teachers: Envelopes with sticker for each child.</p> <p>Students: Envelopes with 12 stickers</p> <p>Materials for individual grade projects</p> <p>Supplies for fund raiser.</p>	October 16 th – October 20th	226	<p>Asset #26</p> <p>Caring: Students are encouraged to believe that it's really important to help other people.</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Actual survey attached.</p>	<p>226 students participated out of the 260 students surveyed.</p> <p>47 out of 226, 21% who participated felt that the purpose of these activities was to serve other in their community and world</p> <p>170 out of 226, 75% who participated felt that the purpose of these activities was to realize each student can make a positive difference in the world they live in.</p> <p>136 out of 226, 60% who participated did some extra act of service, outside of classroom activities</p> <p>193 out of 226, 85% who participated felt that because of these activities the helped someone else.</p> <p>189 out of 227, 83% who answered the question enjoyed this activity</p>	<p>What can they do now? Countless young people have made (are making) a difference in people's lives...(children) usually don't make a big deal about it...You'll probably hear that the more they give, the more they get in return-respect, self-esteem, self-worth, and the satisfaction that comes from having an open hand and an open heart. (Benson: What Kids Need to Succeed, P.163)</p> <p>Data shows: Students did things outside of our school environment to serve others.</p> <p>85% of our students felt like they helped someone else.</p> <p>Program was considered successful</p>

Cami Alexander

Principal's Signature

5/17/07

Date

Oct. 16th-20th 2007

Date of Staff Presentation

Robyn Cottam

Prepared By

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

***Include actual numbers and attach data, examples and documentation.*

Character Education Survey 2006-07

Make A Difference Day

Did you participate in our school Make A Difference Day?

- a. No (*34)
- b. Yes (*226)

In your opinion (what do you think), what was the purpose of the "Make A Difference Day"?

- a. To support Television programs. (*6)
- b. To excel, or do better in science. (*10)
- c. To serve others in our community and world. (*47)
- d. To realize each student can make a positive difference in the world we live in. (*170)

As a result of "Make a Difference Day", did you do something special for someone else that was not a part of school activities?

- a. No (*98)
- b. Yes (*136 all answers from b and c were tallied together)
- c. If yes what_____ (comment sheet attached)

Did you feel that because of this activity you helped someone else?

- a. No (*36)
- b. Yes (*193)

Did you enjoy this activity?

- a. No (*38)
- b. Yes (*189)

* number of students who marked this answer.

Comments of students on question 3c.:

1st-2nd Grade:

I went to help my grandma with cooking

I took out the garbage

I was nice to my friend

I took out the garbage

Doing dishes and take out the garbage

Doing dinner

Be nice to poor

I was walking down the street and I picked up garbage

I picked up garbage

I picked up garbage
I tended to my brother
I gave a Labe (lady?) a present
Went around the block and picked up
Do chores! Yea
I pick up garbage I played with my sister
I help people

3rd Grade:

I make my laundry
I cleaned my room
I helped my mom
I really worked hard for my dad
I help my mom
I clean my and my brother room
I help people in Mescox
Because I love doing it
I did the dishes

4th Grade:

I gave stuff to the homeless shelter
Make a difference with my mom
I helped my family
I picked up some garbage
I was nice to my mom all day
I helped my mom
We went to the store and I gave my mom some money
To get along with other
I helped my mom with laundry
Cleaned the house for my mom
Sherd the hallpt (shared and helped?)
I did I made get well cards for the sick people in the hospital

5th Grade:

I helped my friends
I helped my brother with chores
I did my dishes for my mom
I gave a homeless person some money
I did extra chores
Helped around the house
I started sticking up for everybody that got picked on
I shared a smile

I helped someone get the feelings back

ABC books

The stickers were annoying

I helped my mom cook

6th Grade:

Making people have a better world and helping people

I did the dishes for my mom

I helped him in a game

I told my family I loved them!

We recorded story's on tapes

Help with things

I helped clean and cook when my mom was sick

Played school with a friend to help her read

I helped clean the house so my dad didn't have to

Tired to smile everyday

Make blanket

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

School Country View Elementary District Weber School District

Target Group: (whole school, entire class, grade level) Approx. 70- 80 Peer Mediators

Target Group selection is based upon the following data/information/school improvement goals: Pre and Post Test Score Comparison- Goal: Improved Playgroud Safety

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Active listening skills. Passive, assertive, aggressive relationships. Mediation process. 5 Mediation rules.	Improved social skills in conflict management processes. Peer mediators and playground supervisors will have the processes available to assist students on the playground in resolving everyday conflicts and disagreements. Positive reinforcement tickets for successful behavior on the playground.	Conflict process steps and cues painted on school playground. Mediation skills. Listening skills. Proactive interaction skills. Modeling enactment of skills on playground course.	Feb. - May	80 (All of the students at the school – appx. 560.)	Peer mediator trainings. After school on the third Wed. of the month	Pre/Post tests with percent of improvement School office referrals maintained an average of 2%. Playground referrals decreased.

Karen Neiswender
Principal's Signature

May 2007
Date

March 2007
Date of Staff Presentation

T.W. Fawson
Prepared By

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School Country View Elementary **District** Weber School District

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
T.W. Fawson	Peer Mediators	Same as above Ongoing integrated program developed throughout the year in all classes for all students.	Same as above	Initial 70-80 Eventual 500-600	Pre and Post Test Practice and Implimentation as an extension of skills learned. Integrated with other positive reinforcement programs and training throughout the year. A matrix of skill built from K-6 th grades.	Decrease of playground referrals to office	Students can use the information in more than one environment to resolve personal conflicts and assist in the mediation of conflict between others.

Karen Neiswender

Principal's Signature

May 2007

Date

March 2007 Handout form to teachers and staff

Date of Staff Presentation

T.W. Fawson

Prepared By *Adapted from the ASCA

*National Model: A Framework for School Counseling Programs***Include actual numbers and attach data, examples and documentation. (You are welcome to the actual test papers if requested by August 2007. The painted course is on the playground at Country View Elementary.)

Sharon Toronto – Counselor
Uintah and Farr West Elementary
Weber School District
Closing the Gap Action Plan 2006-2007
Utah Comprehensive Guidance Program

During the 2006/07 school year the Start Something program was incorporated into the counselor's curriculum to be presented to the 4-6 grade students at Uintah and Farr West Elementary in the Weber School District. The Start Something program was developed by Target and the Tiger Woods Foundation to encourage youth ages 8 through 17 to achieve their dreams. This program promotes leadership skills, making and attaining goals, working cooperatively, volunteerism, and exploring career interests. The program also had an individual grant attached to it of up to \$5000 for any student to apply for in pursuit of their goal or talent. Although the program was presented to the students 4-6 grade the information for this data project was taken from the 5th grade at Farr West and 5th and 6th grade students at Uintah. The results showed that there was a positive change in attitude toward school and taking responsibility for setting and attaining goals.

Sharon Toronto – Counselor
 Uintah and Farr West Elementary
 Weber School District
 Closing the Gap Action Plan 2006-2007
 Utah Comprehensive Guidance Program

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

School: Farr West Elementary District: Weber

Target Group: (whole school, entire class, grade level) Fifth Grade

Target Group selection is based upon the following data/information/school improvement goals: Building self esteem, working cooperatively, career selection

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
<ul style="list-style-type: none"> - Assessing Attitudes - Discovering strengths - Working cooperatively - Examine leadership skills - Recognizing the uniqueness of individuals - Setting goals - Service learning 	<p>Guidance Curriculum</p> <p>The objective of the curriculum is to ensure that all students acquire knowledge of self, social skills and life long learning.</p>	<p><u>Start Something</u></p> <p>A Tiger Wood Foundation Program in conjunction with Target Stores</p>	<p>September 2006 – April 2007</p>	<p>Approx. 260 students in 4 – 6 grade</p>	<p>Character Ed./ Health</p>	<p>A pre and post evaluation will be given.</p>

Sharon Toronto – Counselor
Uintah and Farr West Elementary
Weber School District
Closing the Gap Action Plan 2006-2007
Utah Comprehensive Guidance Program

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Principal’s Signature: Art Stowers

Date: September 27, 2006

Date of Staff Presentation: September 2006

Prepared By: Sharon Toronto

**Adapted from the ASCA National Model for School Counseling Programs*

Sharon Toronto – Counselor
 Uintah and Farr West Elementary
 Weber School District
 Closing the Gap Action Plan 2006-2007
 Utah Comprehensive Guidance Program

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School: Farr West **District:** Weber

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Sharon Toronto	4-6 grades	Start Something Curriculum from The Tiger Wood Foundation	Sept. 2006 April 2007	97	8 questions were asked at the beginning and the end of the presentation of the curriculum	There was an average of 3% positive change in attitude toward school, making and attaining goals and improving work habits.	The program did have a positive impact on attitude toward school and how the student views their work in school to help them be a success in life. The biggest change was that students realized that they need to take responsibility for attaining their goals and that it is a key to a successful future. There are 2 students working on the grant

Sharon Toronto – Counselor
Uintah and Farr West Elementary
Weber School District
Closing the Gap Action Plan 2006-2007
Utah Comprehensive Guidance Program

							and plan on finishing their service project sometime this summer. The grant application is due in August to meet the Start Something deadline.
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Principal’s Signature :

Date of Staff Presentation: May 2007

Prepared By : Sharon Toronto

Adapted from the ASCA National Model: A Framework for School Counseling Programs* **Include actual numbers and attach data, examples and documentation.**

Sharon Toronto – Counselor
 Uintah and Farr West Elementary
 Weber School District
 Closing the Gap Action Plan 2006-2007
 Utah Comprehensive Guidance Program

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

School: Uintah Elementary District: Weber

Target Group: (whole school, entire class, grade level) Fifth Grade

Target Group selection is based upon the following data/information/school improvement goals: Building self esteem, working cooperatively, career selection

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
<ul style="list-style-type: none"> - Assessing Attitudes - Discovering strengths - Working cooperatively - Examine leadership skills - Recognizing the uniqueness of individuals - Setting goals - Service learning 	<p>Guidance Curriculum</p> <p>The objective of the curriculum is to ensure that all students acquire knowledge of self, social skills and life long learning.</p>	<p><u>Start Something</u></p> <p>A Tiger Wood Foundation Program in conjunction with Target Stores</p>	<p>September 2006 – April 2007</p>	<p>Approx. 237 students in 4 – 6 grade</p>	<p>Character Ed./ Health</p>	<p>A pre and post evaluation will be given.</p>

Sharon Toronto – Counselor
Uintah and Farr West Elementary
Weber School District
Closing the Gap Action Plan 2006-2007
Utah Comprehensive Guidance Program

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Principal’s Signature: Randy Rounds

Date: September 20, 2006

Date of Staff Presentation: September 2006

Prepared By: Sharon Toronto

**Adapted from the ASCA National Model for School Counseling Programs*

Sharon Toronto – Counselor
 Uintah and Farr West Elementary
 Weber School District
 Closing the Gap Action Plan 2006-2007
 Utah Comprehensive Guidance Program

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School: Uintah **District:** Weber

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Sharon Toronto	4-6 grades	Start Something Curriculum from The Tiger Wood Foundation	Sept. 2006 April 2007	5 th grade 46 6 th grade 51	8 questions were asked at the beginning and the end of the presentation of the curriculum	There was an average of 2.5% - 5 th grade 1% - 6 th grade positive change in attitude toward school, making and attaining goals and improving work habits.	The program did have a positive impact on attitude toward school and how the student views their work in school to help them be a success in life. The biggest change was that students realized that they need to take responsibility for attaining their goals and that it is a key to a successful future. There are 3 students working on the service

Sharon Toronto – Counselor
Uintah and Farr West Elementary
Weber School District
Closing the Gap Action Plan 2006-2007
Utah Comprehensive Guidance Program

							portion of the grant and plan on finishing sometime this summer. The grant application is due in August to meet the Start Something deadline.
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Principal’s Signature

Date : May 2007

Date of Staff Presentation : May 2007

Prepared By : Sharon Toronto

Adapted from the ASCA National Model: A Framework for School Counseling Programs* **Include actual numbers and attach data, examples and documentation.**

Sharon Toronto – Counselor
Uintah and Farr West Elementary
Weber School District
Closing the Gap Action Plan 2006-2007
Utah Comprehensive Guidance Program

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School H.Guy Child Elementary

District Weber School District

Target Group: (whole school, entire class, grade level) 4th grade students

Target Group selection is based upon the following data/information/school improvement goals: To decrease behavior problems in class and also on the playground. In addition, improve academic achievement.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained scores on tests, number of incidents reported, etc.)
Help students better understand choices they have in social situations. Students will be able to identify appropriate ways to respond in the classroom and on the playground.	Assist students through specific self-appraisal and self-improvement activities to better enable them to improve interpersonal relationships, assume responsibility for behavior and become responsible citizens.	“Gum in My Hair” video, “Bullies Are a Pain in the Brain”, “The Bully Free Classroom” Curriculum, and “Be Cool” Video curriculum. Posters, videos, books and worksheets about Respect and Responsibility.	Sept. 2006-May 2007	3	Weekly social skills/friendship group for entire school year.	Grade comparisons, mishap slips, goof book and discipline tracker.

Principal’s Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

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School H.Guy Child Elementary

District Weber School District

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Christi Blankman	4 th Grade	<p>“Gum in My Hair” video, “Bullies Are a Pain in the Brain”, “The Bully Free Classroom” Curriculum, and “Be Cool” Video curriculum.</p> <p>Posters, videos, books and worksheets about Respect and Responsibility.</p>	Sept. 2006-May 2007	3	Improvement.	<p>Improvement in social skills, decreased fighting and improvement in academic achievement.</p> <p>2 of the kids showed dramatic improvement and 1 child’s behavior declined.</p>	<p>It tells me these students want to improve their behavior and learn how to handle difficult situations. It also tells me that weekly groups do impact student behavior. The students can take this knowledge and apply it to their daily school and home relationships.</p>

Principal’s Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

***Include actual numbers and attach data, examples and documentation.*

STUDENT A (Autistic, Special Ed.)

CATEGORY	1 st Quarter	2 nd Quarter	3rd Quarter	4 th Quarter
GRADES:				
MATH	3-	3	3	3-
READING	4	3-	2+	2
LANGUAGE	5	5	2	2-
BKRP/HM READING	1+	1+	2	2+
SPELLING	5	5	4-	3
SPELLING TESTS	5	4+	4	3
SCIENCE	2	2+	1-	1
HEALTH	2-	2	1	2-
GOOF BOOK (Classroom Discipline)	0	0	0	0
MISHAPS (School Wide Discipline)	0	0	0	0
DISCIPLINE TRACKER (District Tracking System)	0	0	0	0

STUDENT B (Special Ed.)

CATEGORY	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
GRADES:				
MATH	4-	4	2+	3-
READING	5	1-	3	3+
LANGUAGE	5	2-	1-	4+
BKRP/HM READING	4-	3	2	3-
SPELLING	3-	2	3	4-
SPELLING TESTS	4	1-	1	2
SCIENCE	3	2-	2+	3
HEALTH	3-	1	3	3-
GOOF BOOK (Classroom Discipline)	6	5	0	1
MISHAPS (School Wide Discipline)	0	0	2	0
DISCIPLINE REFERRALS/ TRACKER (District Tracking System)	0	0	0	0

STUDENT C

CATEGORY	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
GRADES:				
MATH	2	2-	4-	4-
MATH TEST	1-	3+	2	3
READING	2-	3	5	5
LANGUAGE	2+	3-	3	4-
BKRP/HM READING	5	4	1+	5
SPELLING	2	2	5	5
SPELLING TESTS	3+	3+	1	2
SCIENCE	2	2	2-	1-
HEALTH	2	1	2-	4-
GOOF BOOK (Classroom Discipline)	11	19	5	5
MISHAPS (School Wide Discipline)	0	0	2	2
DISCIPLINE TRACKER (District Tracking System)	3	3	1	3

Abstract

The purpose of this study was to assess the effects of a year long weekly social skills group with a group of higher risk kids. The study tracked three kids from one classroom throughout the year. The measurements consisted of grades, classroom discipline records, school discipline records and district discipline records. Overall the three students improved behavior wise however, academically only Student's A and B showed improvement and Student C's grades went down.

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School Lakeview Elementary District Weber

Target Group: (whole school, entire class, grade level) 4th grade students

Target Group selection is based upon the following data/information/school improvement goals: _____

Students were targeted for 4th grade core & comprehensive guidance standards. Teachers requested additional lessons to address the grade specific behavioral needs.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Types of harassment Responses to harassment Gossip / Rumors Group Dynamics: Type A/B/C/D people What to do when someone is bullying you	II.3: Identify skills for resolving conflicts w/ peers and adults II.4: Identify group membership skills of cooperation, acceptance of others, etc. II.6: Identify appropriate behaviors to understand and handle peer pressure III.2: Identify approp. ways to express feelings	Counselor Created Lessons Sunburst Videos	January to April 2007	50 students	4 th grade	Students were given a pre and post test survey. (Survey results are attached)

Joel Frederiksen
Principal's Signature

May 18, 2007
Date

May 18, 2007
Date of Staff Presentation

Paula C. Harper
Prepared By

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School Lakeview Elementary District Weber School District

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Paula C. Harper	4 th Grade Students	<p>Counselor created materials</p> <p>Sunburst Video Materials</p> <p>Story..... Wanted: Best Friend By A.M. Monson</p> <p>The Bully / Victim / Bystander Triad</p> <p>Opinions / Facts lesson from Ann Vernon's Thinking, Feeling, Behaving Emotional Ed Curr. Gr. 1 -6</p>	1 to 2 30 minute sessions per week from January to April	<p>53 students participated in weekly lessons</p> <p>Students participated in lessons including:</p> <ul style="list-style-type: none"> • Surveys • Lessons(attached) • Videos & Discussion • Playground activities 	(See attached results)	<p>Students obtained the following skills for handling harassment:</p> <ul style="list-style-type: none"> • I Messages • Stop Statements • Humor • Assertiveness <p>Neutralizing harassment by using the skills of:</p> <ul style="list-style-type: none"> • Agreeing with the harasser • Telling / Reporting • "I respect you too much to hassle w/ you about that" statement 	<p>(See Attached results)</p> <p>Some areas that were deemed of concern by me at times were not of issue with the students.</p> <p>Most areas showed significant progress.</p> <p>Plans are being formed to address the drop in confidence in recess helpers helping the students with problems.</p>

Joel Frederiksen
Principal's Signature

May 18, 2007
Date

May 18, 2007
Date of Staff Presentation

Paula C. Harper
Prepared By

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data,

examples and documentation.

This year, your data project will need to be submitted as follows:

1. Send paper copies, as usual, to me before you leave for the summer. I have attached the forms to this email if you still need them.
2. Submit an electronic copy (Word format or scanned document, etc.) to Tom Sachse at the USOE by emailing your project to him at: tom.sachse@schools.utah.gov

Deadline for Tom to have your project is June 15th.

Thanks.

Rich

Obj: 1.2

Develop constructive ways of relating to peers & others

Obj: 2.1

Demonstrate knowledge of feelings beliefs, behaviors and attitudes

Obj: 4.4

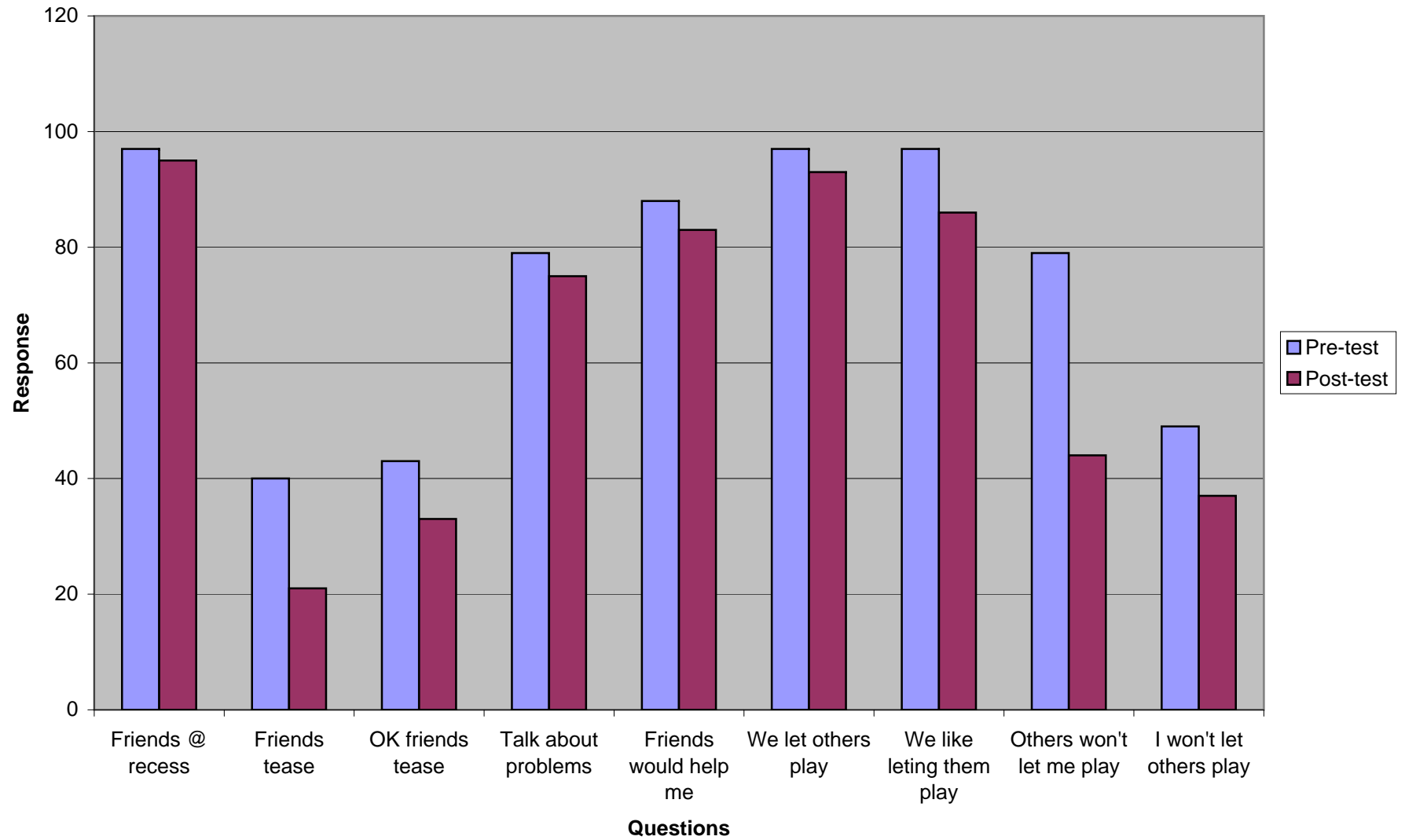
Learn to recognize and generate assertive responses to peer pressure

	Pre-test	Post-test
I feel safe @ recess	76	95
I feel safe before or after school	76	91
I feel safe in the bathrooms	76	88
I feel safe at school	94	93
I feel safe at home	97	100
I have friends to play with at recess	97	95
My friends tease me	40	21
It's OK my friends tease me.	43	33
My classmates tease me	61	42
It's OK my classmates tease me	69	16
Other kids in the school bother me	48	42
Other kids in the school that bother me are older	66	38
Other kids in the school that bother me are younger	57	23
I wish my classmates would stop teasing me	67	56
I know what to do or say when someone teases me	91	88
I have tried to stop others from teasing me but they haven't stopped	55	35
I know what harassment is	73	95
I know what physical harassment is	66	77
I know what sexual harassment is	51	91
I feel I have someone to talk to to help me with my problems	91	91
I feel I can talk to my parents when I have problems	100	91
I feel I can talk to my friends when I have problems	79	775
I feel I can talk to the playground helpers when I have problems	73	47
I feel I can talk to my teacher when I have problems	85	79
I feel I can talk with the principal/someone in the office when I have problems	85	79
I feel I can talk to my counselor when I have problems	88	86
People call me names	70	47
People hit me	43	28
People threaten to beat me up	49	30
People physically bother me like tripping, poking, pushing	67	42
People won't play with me	22	21
People make me afraid to go to recess	22	9
People make me afraid to come to school	19	16
People talk nice to me	85	88
People let me play with them	94	91
I let others play with me and my friends	97	93
I like to let others play with me and my friends	97	86
Sometimes other people won't let me play	79	44
Sometimes I won't let other people play	49	37
My parents help me with my homework	85	88
My parents like my grades	85	91
I get in trouble for my grades	40	33
My parents like how hard I try	97	91
I try hard at school	97	93
I could try harder at school	94	82
I feel good about how I do math	85	77
I need or want help with math	46	54
I feel good about how I do reading	97	80
I need or want help with reading	34	33
I feel good about how I do spelling	94	76
I need or want help with spelling	34	26

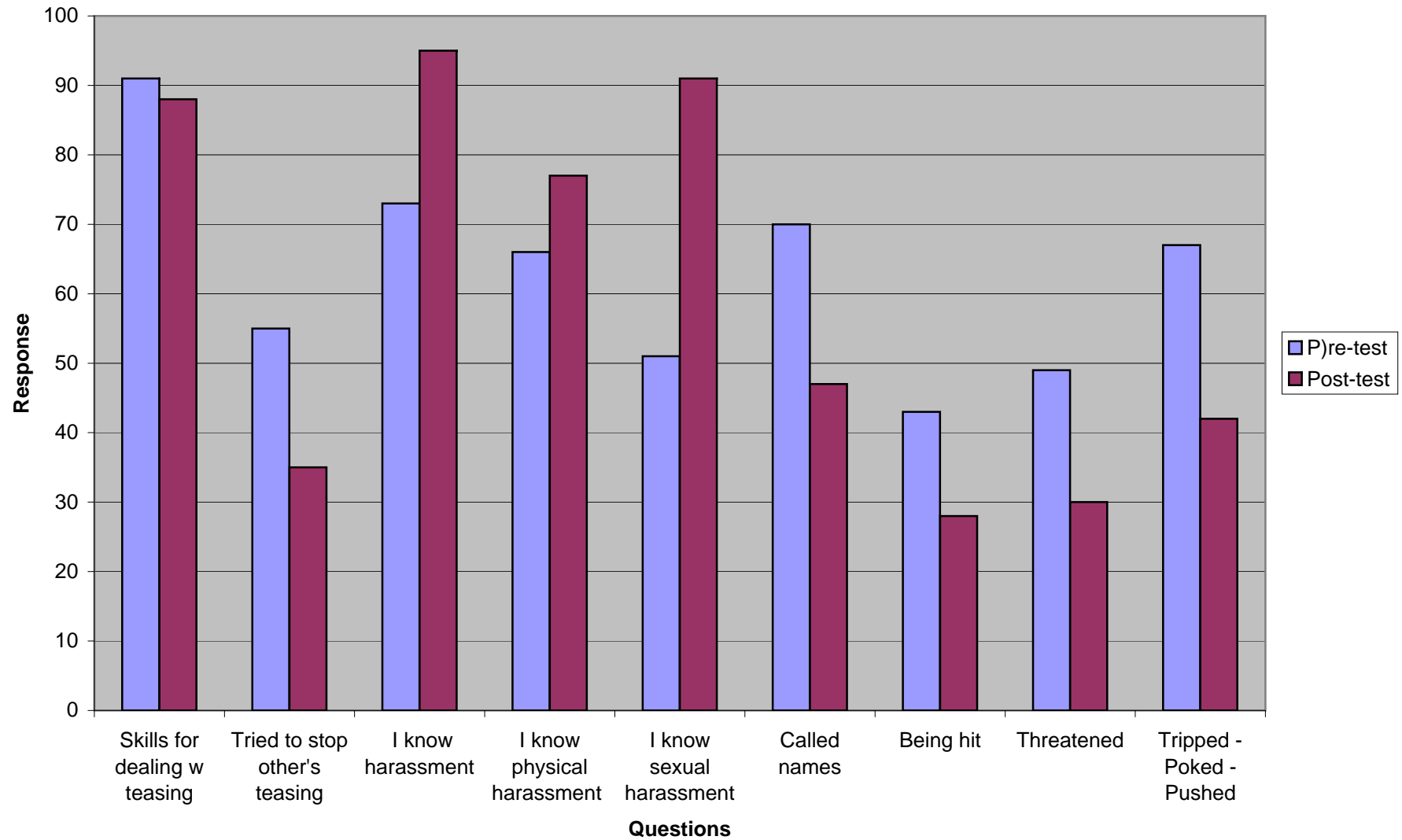
I feel good about how I do recess	100	93
I need or want help with recess	16	3
I have problems in my class	52	41
I have problems at recess	34	12
I have problems at home	25	41
If I ask for help at home, I feel they would help me	94	88
If I ask for help from the playground helpers, I feel they would help me	82	48
If I ask for help from the counselor, I feel he/she would help me	100	98
If I ask for help from my teacher, I feel he/she would help me	100	91
If I ask for help from the principal/office, I feel they would help me	94	81
If I ask for help from my friends, I feel they would help me	88	83
Most people in my grade are nice to me	82	83
Girls are mean to me	34	31
Boys are mean to me	46	33
Both girls and boys are mean to me	54	24
There are A. 0 B. 1 - 2 C. 3 - 4 D. 5+ people that bother me	A. Pre 40	A. Post 62
The same people bother me most of the time	45	31
The same people don't bother me, it is different people that bother me	66	74
My brother(s) bother(s) me		
My sister(s) bother(s) me		
I like coming to school	88	86

B. Pre 20 B. Post 38 C. Pre 16 C. Post 0 D. Pre 30 D. Post 0

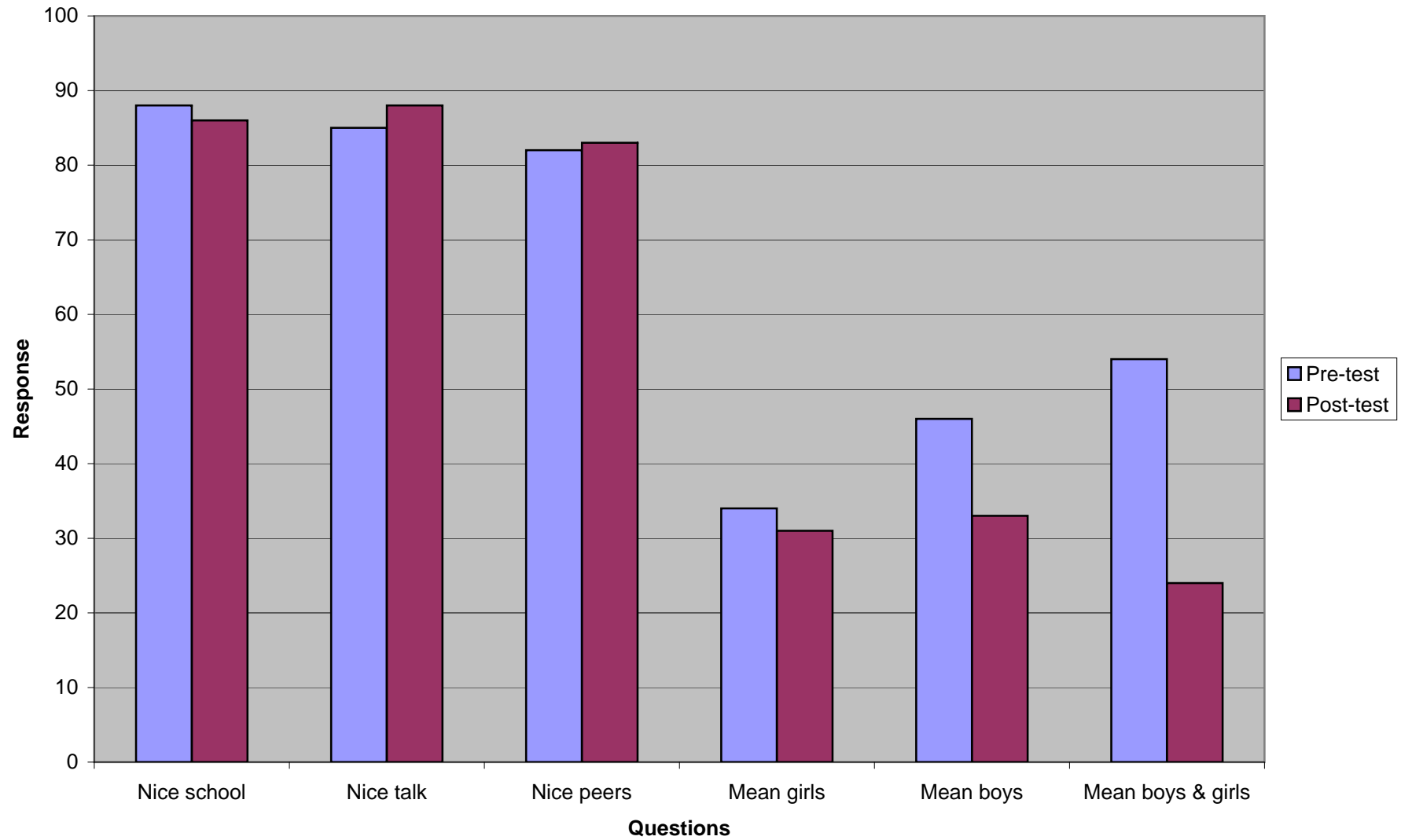
Friends



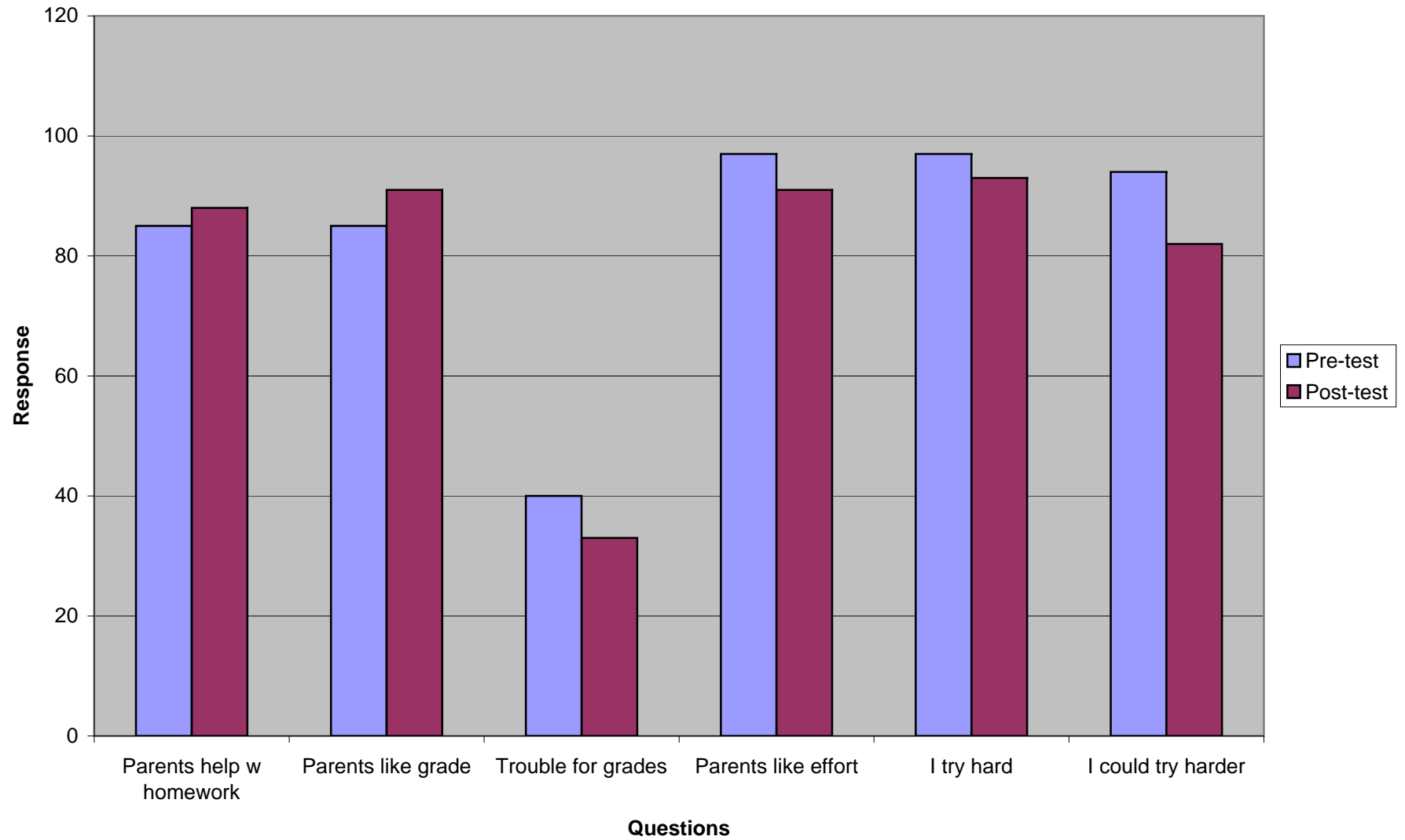
Harassment & Skills



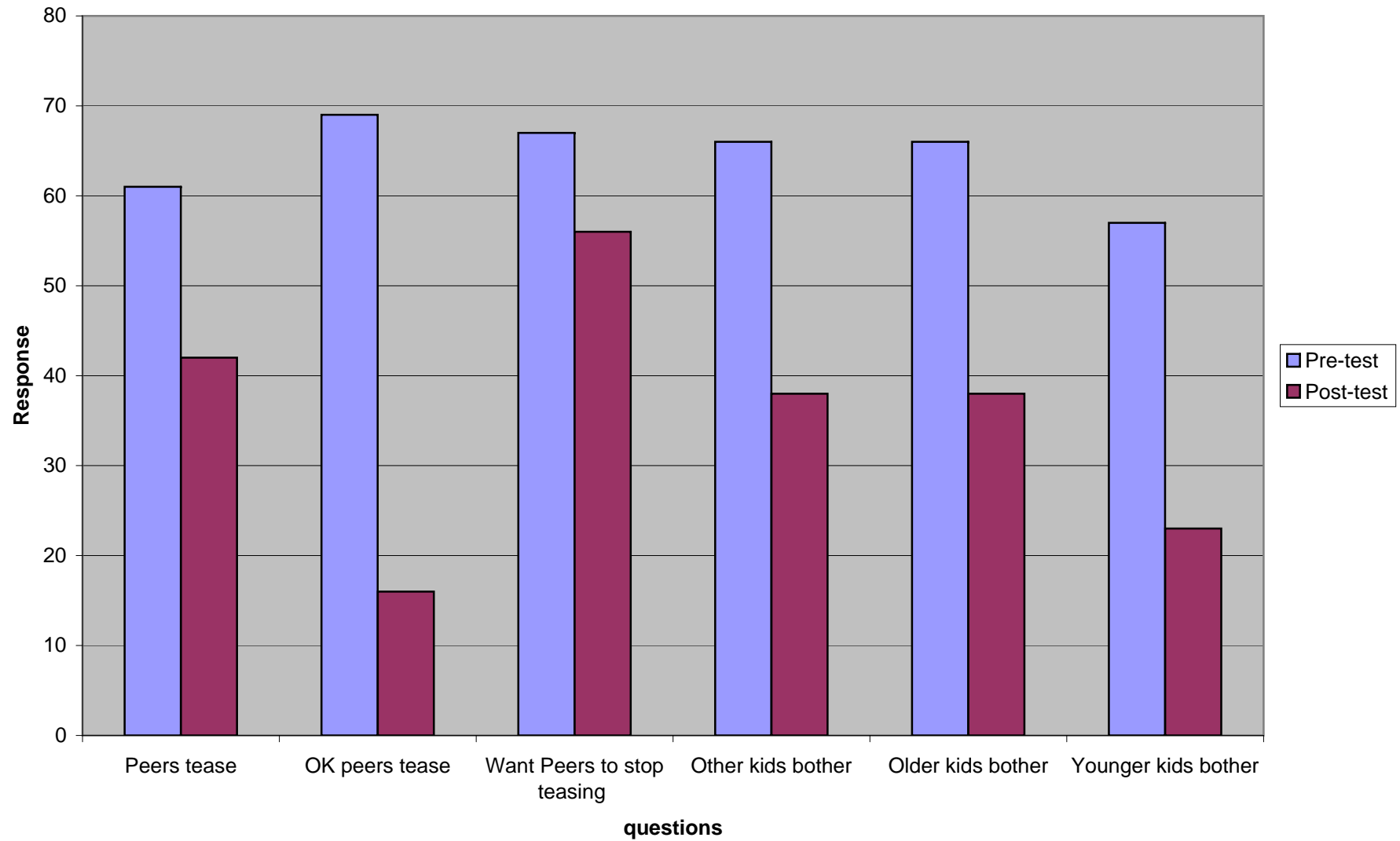
Nice - Mean Attitudes



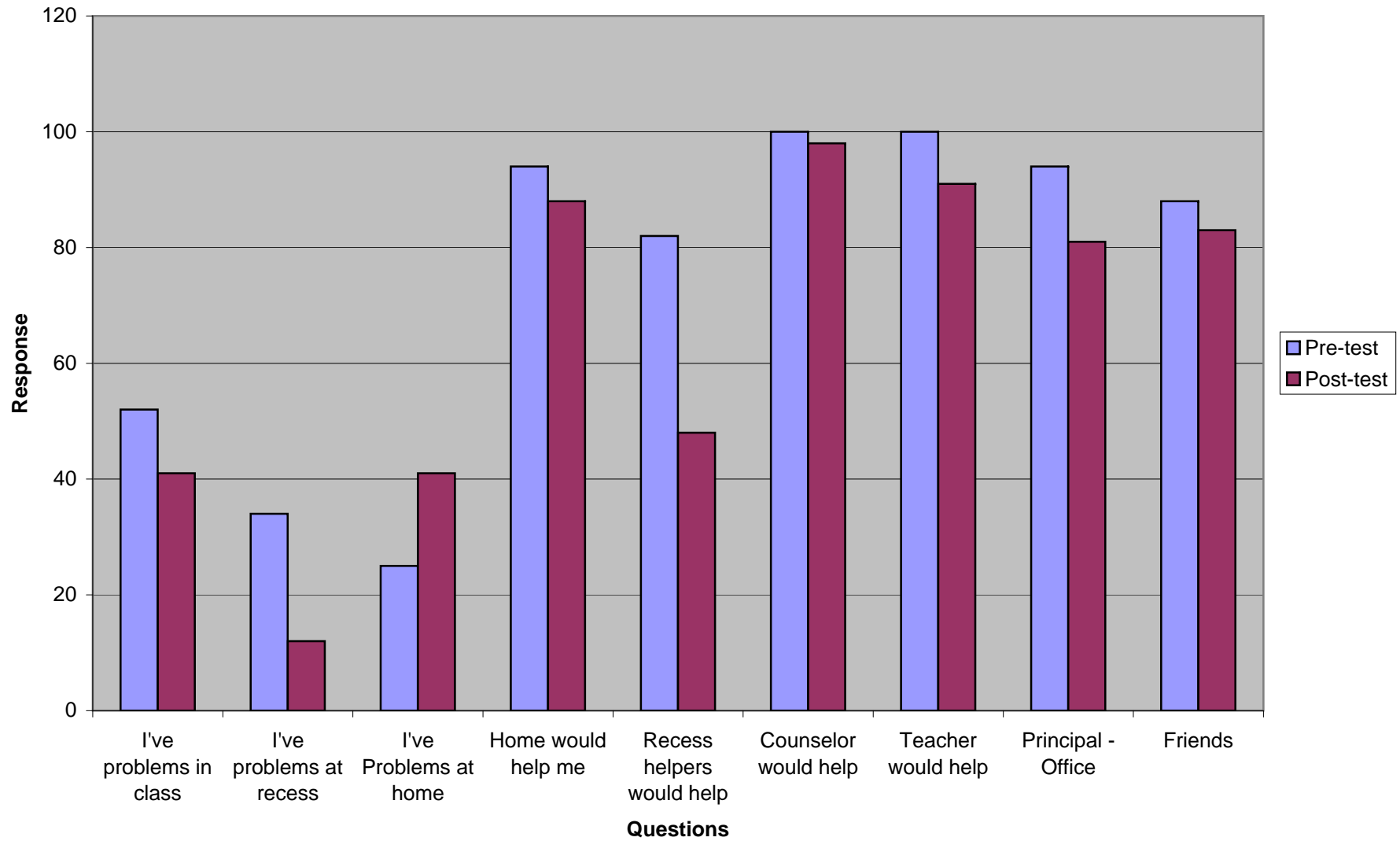
Parent Support



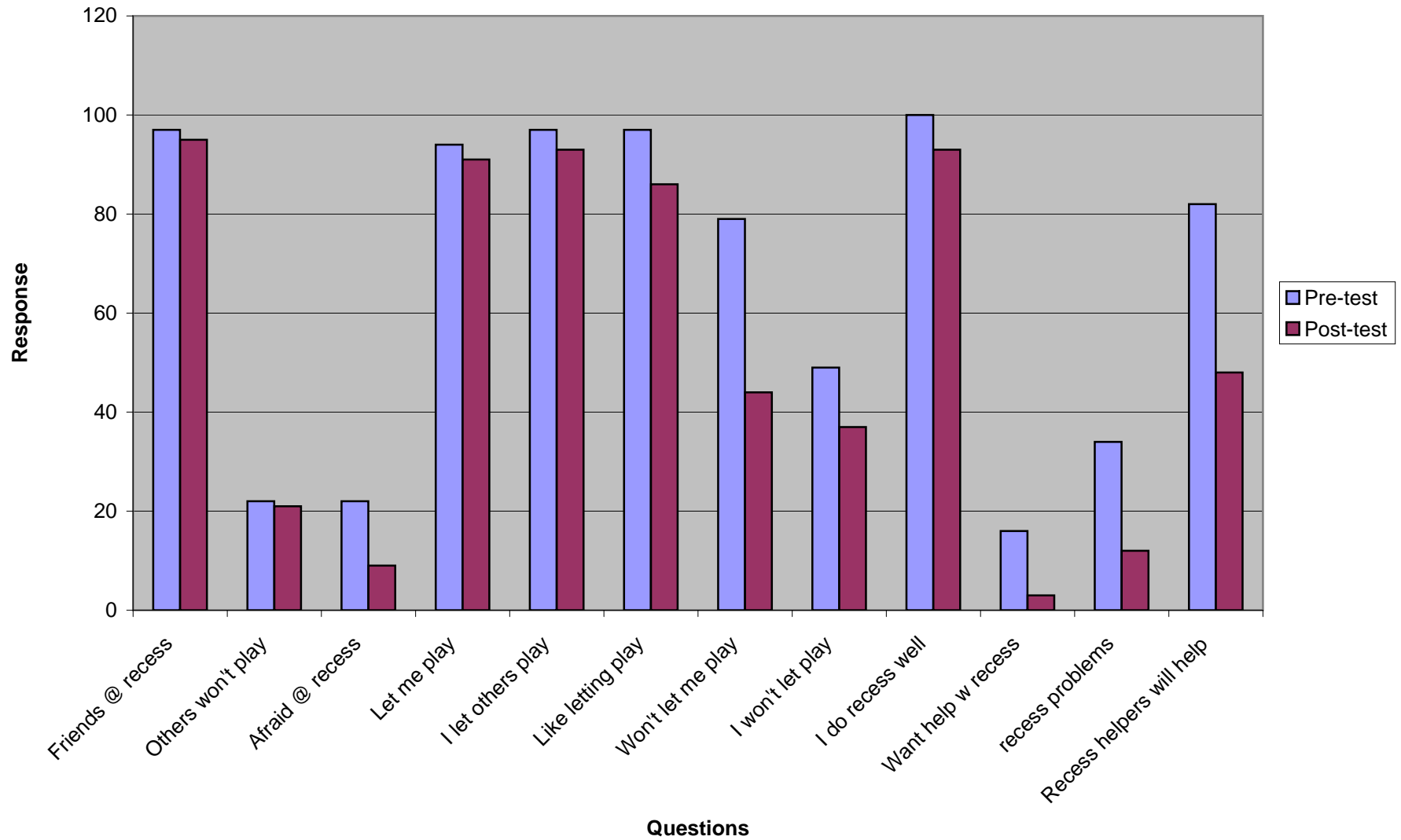
Peers - Classmates - Others



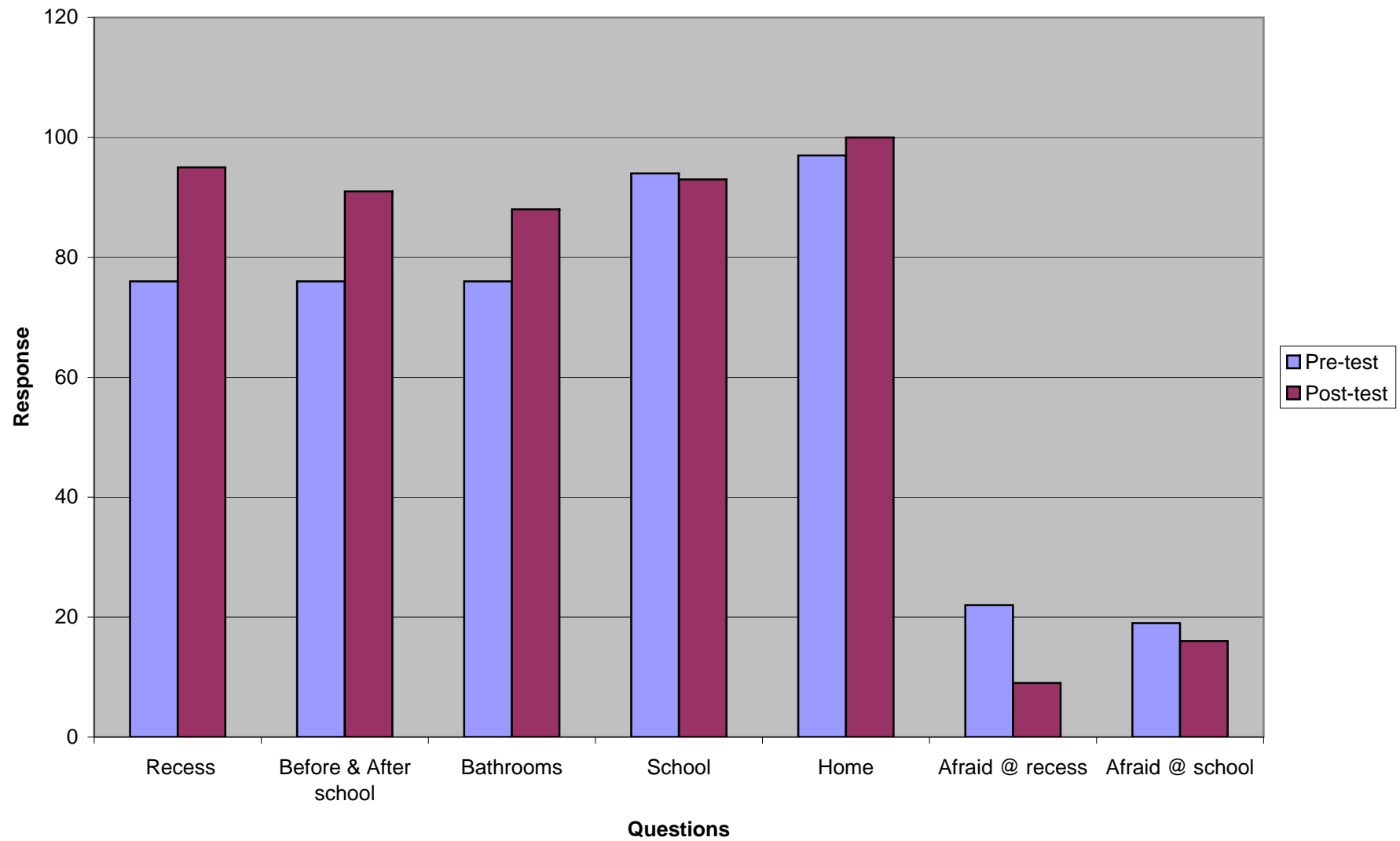
Problems & Who Would Help



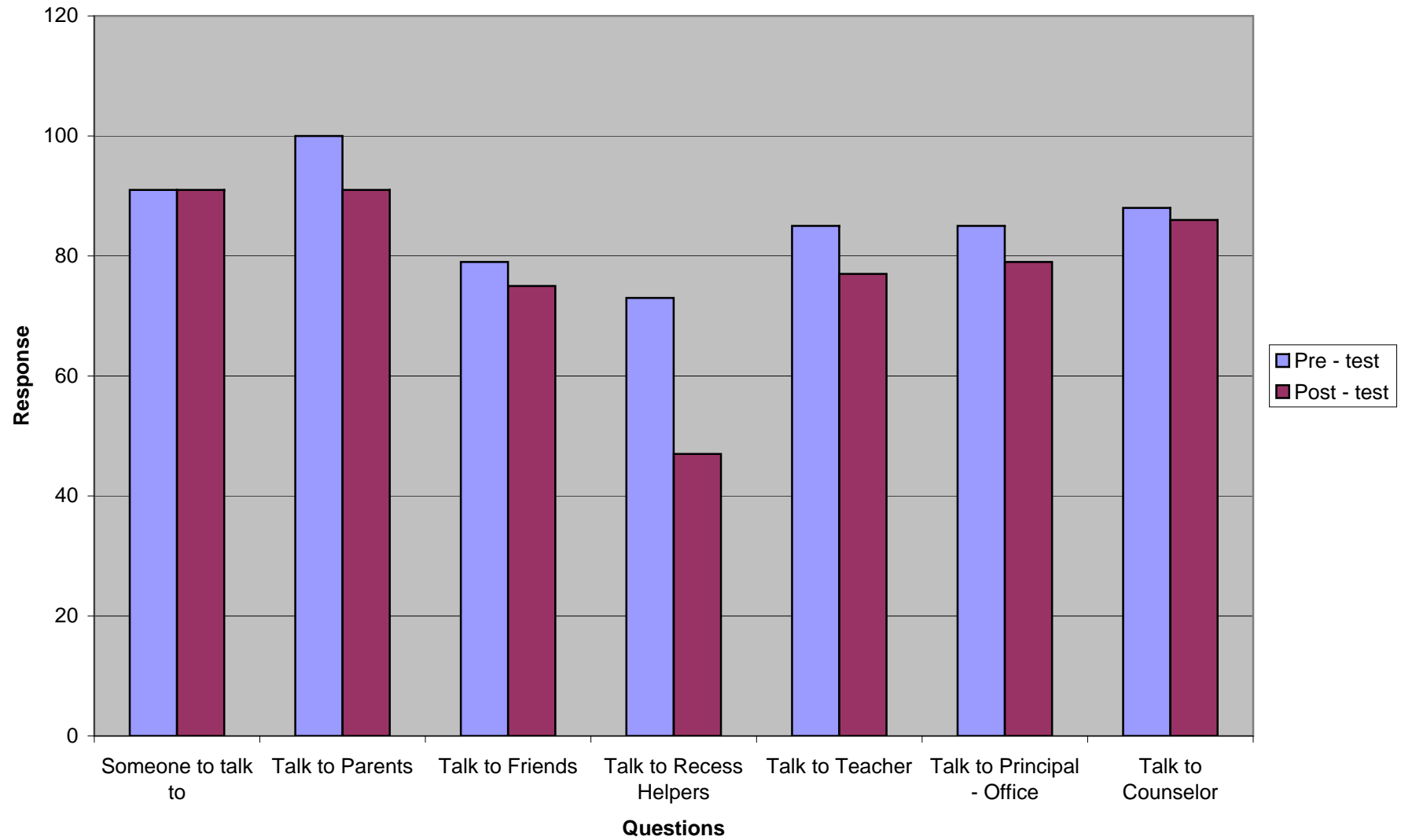
Recess



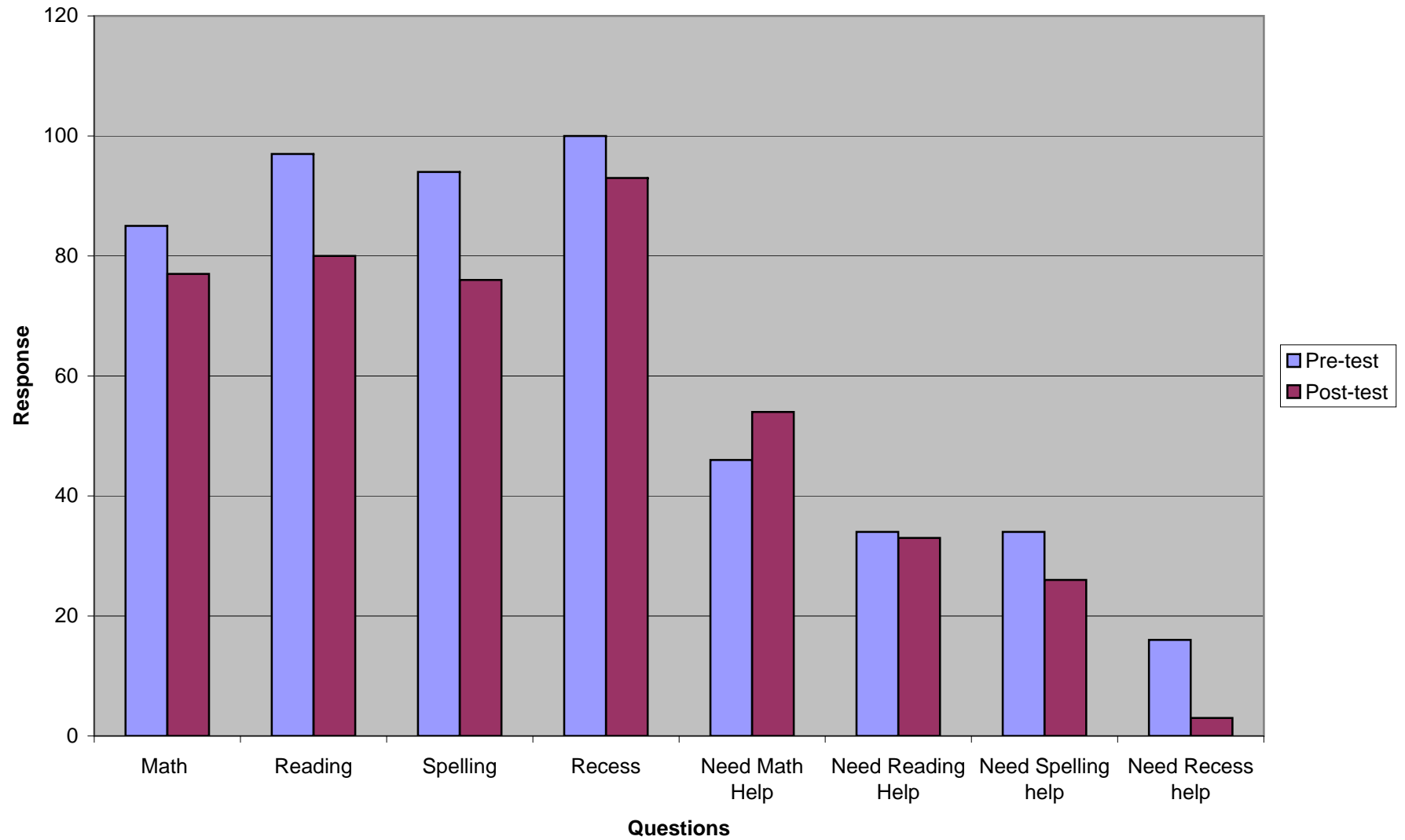
Safety



Someone to Talk to About Problems



Subject Confidence & Need for Help



Abstract

In this study, 76 5th graders at Majestic Elementary were given a pre-test of how well they knew about friendship attributes. The pre and post tests were the same 10 true/false questions pertaining to knowledge about friendship attributes. Participants were taught 15 lessons about friendship attributes throughout the 2006-2007 school year, after the pre-test was administered. The pre-test was administered in September and the post-test was administered in late April. The pre and post tests were taken from the Drama Queens and Tough Guys curriculum. The results after both tests were administered were an overall increase in awareness of friendship attributes by 35%.

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006- 2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School: Majestic Elementary

District: Weber

Target Group: 67-5th grade Students

Target Group Selection Is Based upon the Following Criteria:

The outcome of a pre-test of 5th grade students, in September, determined there was a need to teach this group of students about friendship attributes.

1. Content of Closing the Gap:

The Counselor utilized Drama Queens and Tough Guys, a curriculum based program to teach this age group about friendship attributes. Other videos and worksheets were incorporated into this program to create 14 sessions, taught bi-weekly, throughout the 2006-07 school year.

2. Identify the Utah CCGP Student Outcome or the Direct Result for Student Learning:

American School Counseling Program. (1993). The ASCA national model: A framework for school counseling programs.

ASCA National Standards: Competencies and Indicators (pp.81-86). Alexandria, VA: Author

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across their lifespan

A: A1.1 Articulate feelings of competence and confidence as learners

A: A1.5 Identify attitudes and behaviors which lead to successful learning

A: A2.2 Use communication skills to know when and how to ask for help when needed

A: A3.1 Take responsibility for their actions

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A: B1.4 Seek information and support from faculty, staff, family, and peers.

Standard C: Students will understand the relationship of academic to the world of work and to life at home and in the community.

A: C1 Relate School to Life Experiences

A: C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

A: C1.2 Seek co-curricular and community experiences to enhance school experience.

PERSONAL AND SOCIAL:

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS-A1: Acquire Self-knowledge

- PS-A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS-A1.4 Understand change is a part of growth
- PS-A1.5 Identify and express feelings
- PS-A1.6 Distinguish between appropriate and inappropriate behavior
- PS-A1.7 Recognize personal boundaries, rights, and privacy needs
- PS-A1.8 Understand the need for self control and how to practice it
- PS-A1.9 Demonstrate cooperative behavior in groups
- PS-A1.10 Identify personal strengths and assets
- PS-A1.11 Identify and discuss changing personal and social roles
- PS-A1.12 Identify and recognize changing family roles

PS-A2: Acquire Interpersonal Skills

- PS-A2.1 Recognize that everyone has rights and responsibilities
- PS-A2.2 Respect alternative points of view
- PS-A2.3 Recognize, accept, respect, and appreciate individual differences
- PS-A2.4 Recognize, accept, respect, and appreciate ethnic and cultural diversity
- PS-A2.6 Use effective communication skills
- PS-A2.7 Know that communication involves speaking, listening, and non-verbal behavior
- PS-A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

PS-B1: Self-knowledge Application

- PS-B1.2 Understand consequences of decisions and choices
- PS-B1.3 Identify alternative solutions to a problem
- PS-B1.4 Develop effective coping skills for dealing with problems
- PS-B1.6 Know how to apply conflict resolution skills
- PS-B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS-B1.8 Know when peer pressure is influencing a decision

Standard C: Students will understand safety and survival skills.

PS-C1: Acquire Personal Safety Skills

- PS-C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individuals.
- PS-C1.3 Learn about the differences between appropriate and inappropriate boundaries
- PS-C1.4 Demonstrate the ability to set boundaries, rights, and personal privacy
- PS-C1.6 Identify resource people in the school and community, and know how to seek their help
- PS-C1.9 Learn how to cope with peer pressure
- PS-C1.10 Learn techniques for managing stress and conflict
- PS-C1.11 Learn coping skills for managing life events

3. Curriculum and Materials:

Human Resource Media Program: Drama Queens and Tough Guys
Other supplemental programs were used to increase awareness of friendship attributes.
Homework assignments
Pre-Post Test

4. Project Start/Projected End Date:

The project began on in September and ran bi-monthly until the end of April.

5. Projected Number of Students Impacted:

The entire 5th grade, 92 students, participated in the project

6. Lesson will be presented in which class or subject?

Each room for 30 minutes bi-monthly

7. Evaluation Methods –how will the results be measured?

A pre/post test was utilized.

Pre-test results:

Class 1: 18 students participated in the pre-test. The test consisted of 10 True/False questions.
18 X 10 = 180 questions. 135/180 were marked correct indicating 75% of awareness on the pre-test.
Class 2: 26 students participated in the pre-test. The test consisted of 10 True/False questions.
26 X 10 = 260 questions. 198/260 were marked correct indicating 76% of awareness of the pre-test.
Class 3: 23 students participated in the pre-test. The test consisted of 10 True/False questions.
23 X 10 = 230 questions. 186/230 were marked correct indicating 81% of awareness on the pre-test.

Post-test results:

Class 1: 18 students participated in the pre-test. The test consisted of 10 True/False questions. 18 X 10 = 180 questions. 156/180 were marked correct indicating 86% of awareness on the post-test. The data showed an 11% positive increase from pre to post test.
the Pre-Test.

Class 2: 26 students participated in the pre-test. The test consisted of 10 True/False questions. 26 X 10 = 260 questions. 239/260 were marked correct indicating 92% of awareness. The data showed a 16% positive increase from pre to post test.

Class 3: 23 students participated in the pre-test. The test consisted of 10 True/False questions. 23 X 10 = 230 questions. 203/230 were marked correct indicating 89% of awareness. The data showed a 8% positive increase from pre to post test.

8. IMPLICATIONS:

The implications of the data suggest the curriculum was effective for increasing the awareness of Friendship attributes. The data project was not a scientific study, therefore; many unnamed variables could account for change in awareness of emotions. However, upon reviewing all the data, the counselor will use the most frequently missed questions and structure the curriculum to teach those concepts next year.

Principals Signature

Date

Prepared By

My main objective was to determine whether feelings of respect and pride for one's self, other students, and the school would affect pro-social ideation and/or actions among the students. My lessons specifically targeted respectful thoughts and behaviors and the need for students to understand more about themselves, others, and their school. We also discussed taking the initiative to make the school a better place for themselves and others. I taught 14 total lessons in the classrooms on these subjects.

Identify the ah CCGP Student come or the ired Result r Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
A B A A B C	<p>Bi-weekly classroom presentations on character using the Character Counts Program Which consists of six pillars of character including: Citizenship Responsibility Respect Trustworthiness Caring Fairness</p> <p>Lessons included lectures, activities, and worksheets which were taken from multiple sources</p>	<p>Start Date: September 14, 2006</p> <p>End Date: May 8, 2007</p>	Approximately 51 students	Lessons were presented twice a week at pre-determined times decided upon by the teachers and set aside for character education	<p>Data was recorded on two, separate questionnaires given at different times during the year.</p> <p>The data is comprised of subjective answers of yes or no given by students on a pre and a post-test comprised of 15 questions regarding pro-social ideation and/or actions directed at self, others, and the school itself. The students were asked to circle yes or no depending on their own subjective ideation and experience here at the school.</p>

's Signature
tion 9/07

Date 5/30/07
Prepared By David Burt

Date of Staff

from the ASCA National Model for School Counseling Programs

CGP--Closing the Gap Results Report 2005 -2006*, Elementary Schools

to USOE June 15, 2006: may be submitted in other formats but include all information as
required below.

Municipal Elementary School

District Weber

get up	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
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<p>ixth oom ipal nta ool</p>	<p>Bi-weekly classroom presentations on character using the Character Counts Program Which consists of six pillars of character including: Citizenship Responsibility Respect Trustworthine ss Caring Fairness</p> <p>Lessons included lectures, activities, and worksheets which were taken from multiple sources</p> <p>The topics were specifically targeted toward teaching pro- social values and pride regarding self, others, and the school</p>	<p>Start Date: September 14, 2006</p> <p>End Date: May 8, 2007</p>	<p>Approximatel y 51 students</p>	<p>On the pre-test given in September there were 38 total “no” responses to questions regarding whether students displayed pro-social ideation and/or actions based on specific, predetermined indicators on the pre and post tests.</p> <p>There were 25 “no” responses on the post-test given in May.</p>	<p>According to the data, most student responses remained relatively the same over the two surveys.</p> <p>Overall, the students seemed to change their overall pro-social ideology and actions very little over the course of the year. The number of “no” responses as to whether the students held pro- social ideation and/or acted pro- socially did go down slightly.</p>	<p>Overall, the character education program did not seem to be a large factor in changing the student’s pro- social ideation and/or actions relating to self, others, and the school. .</p> <p>The implication of these findings is that I may need to modify the character education program for next year to work toward more long lasting, positive behavioral change in the social milieu between peers at the school.</p>
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's Signature
Prepared By David Burt

Date 5/30/07

Date of Staff Presentation 9/07

from the ASCA National Model: A Framework for School Counseling Programs

Include actual numbers and attach data,

and documentation.

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2005-2006*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2006

School North Ogden Elementary School

District Weber School District

Target Group: (whole school, entire class, grade level) 6th grade

Target Group selection is based upon the following data/information/school improvement goals: In preparation for their Junior High experience, 6th grade was chosen to for this pilot project. The goal is to teach accountability for actions and help students recognize more appropriate ways to handle conflicts.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Through classroom instruction, students are taught appropriate boundaries and effective ways to deal with conflict through role play. They receive information about the blue slip program and its expectations regarding their behavior. They are also informed of the consequences of receiving a blue slip. Letters are also sent to parents.	The desired result of this pilot program is to teach students proper forms of behavior and acceptable ways to handle conflict. We can then allow them to be accountable for their behavior and accept the consequences that follow. It is desirable to have a “paper trail” so student and parent may recognize the scope of the problem.	The blue slip and parent letter are attached. Curriculum was taken from various social skill programs including the Davis County “30 Minute Miracle” Comprehensive Counseling and Guidance Curriculum.	The project was introduced on the first day of school August 24 and parent letters were sent out the following week. Curriculum was taught every Tuesday for the following six weeks.	There are 63 students in the 6 th grade.	Curriculum was presented during health rotation once a week.	Results will be measured by the amount of blue slips that were distributed from the beginning of the program on September 5, 2005 to the end of the 7 month program on March 31, 2006 along with the amount of blue slips that each student received. This measure will show the percentage of total students that received more than 1 blue slip and the percentage of students that received 0 – 1 blue slips. Also, the percentage of students that received the most blue slips and the least blue slips. We may draw conclusion how many students may have been

						deterred from inappropriate behavior as a result of the program.
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Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2005-2006*, Elementary Schools

Due to USOE June 15, 2006: may be submitted in other formats but include all information as required below.

School North Ogden Elementary School

District Weber School District

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Jeana Berube	6 th Grade	Blue slip Parent letter Curriculum- various social skill programs including Davis County "30 Minute Miracles"	Start- September 5, 2005 End- March 31, 2006	63 6 th grade students	Pilot month along with number of slips distributed September - 7 October – 3 November - 7 December – 7 January – 2 February – 23	This program seemed to work for most students. Out of the 55 blue slips that were distributed, 4 students received 30 of those slips, 11 of the students received only 1 slip and 42 students received 0 slips.	All of the students learned valuable social skills and valuable lessons in accountability and consequences. There are always

					<p>March – 6</p> <p>Total – 55</p> <p>Out of 63 students,</p> <p>11 received 1 slip</p> <p>4 received 2 slips</p> <p>2 received 3 slips</p> <p>2 received 4 slips</p> <p>1 received 8 slips</p> <p>1 received 14 slips</p>	<p>34% of total students received blue slips during the pilot period.</p> <p>54% of blue slips were given to 6 % of students that received blue slips.</p> <p>17% total students received 1 blue slip.</p> <p>66% received 0 blue slips.</p>	<p>a small amount of students that will require more structure and stronger boundaries, but for most of the students it seemed to help them recognize their own responsibility and accountability for their behavior and attach consequences to their actions.</p>
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Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

***Include actual numbers and attach data, examples and documentation.*

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School North Park Elementary School District Weber

Target Group: (whole school, entire class, grade level) 5th grade class

Target Group selection is based upon the following data/information/school improvement goals: multiple students with the targeted issues

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
<p>This project is measuring an accommodation not a curriculum</p> <p>Students will voluntarily use exercise balls as chairs after lunch.</p>	Increased attentiveness and work completion	Exercise balls and brain exercises	January 2007 April 2007	22	After lunch	Pre and post surveys

Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School North Park Elementary School

District Weber

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Lisa Osborn	5 th grade students	Exercise Balls Brain exercises	1/2007 4/2007	22	<p>There was a perceived increase in feeling energized in the afternoon...</p> <p>A slight increase in 'liking school'</p> <p>A slight increase in perceived work completion</p> <p>A decrease in the students' perception of attentiveness</p>	We observed increased attentiveness with students identified with an attention deficit using the exercise balls, it proved to be too distracting to use with an entire classroom	Utilizing the exercise balls seems to be an effective strategy for increasing on- task behavior with certain students.

Principal's Signature _____

Date _____

Date of Staff Presentation _____

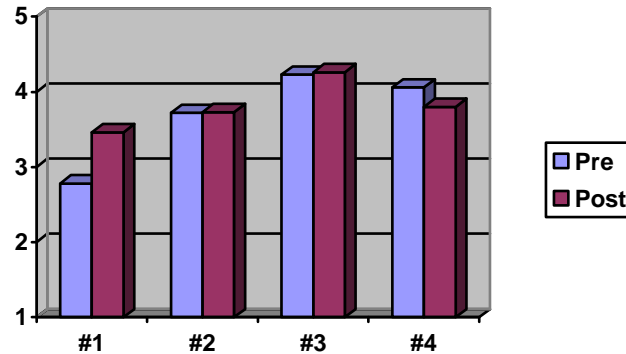
Prepared By _____

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

****Include actual numbers and attach data, examples and documentation.**

2006/2007

Can using therapy balls instead of chairs and doing brain exercises in the afternoon improve attention and performance?



Student Pre and Post Survey

1. How do you usually feel in the afternoon at school?

Sleepy 1 2 3 4 5 Pumped

2. How do you like school?

Not at all 1 2 3 4 5 A lot

3. Do you get your work done?

Never 1 2 3 4 5 Most of the time

4. How well do you pay attention?

Not well 1 2 3 4 5 Great

The project was not implemented as effectively as I had hoped. The teacher stopped using the balls consistently and lost the brain exercises. I continued to do brain exercises in the classroom during my bi-weekly presentations. Any gains or losses cannot be directly attributed to the project in my opinion. We did find that there was improved attention and work completion for some students identified with an attention deficit.

Abstract

This activity was taken from something I viewed on the Internet, Challenge Day about helping students understand diversity and bullying issues. We had a mini activity day. I invited those in grades 3-6 to sign up for the Challenge day two weeks in advance. A permission slip was sent home for the students to stay after school on the appointed day for a 45-minute activity. Parents were invited to attend with their student. Everyone was standing to one side of the gym and I had a line across the middle of the large area. I would read the challenge statement and if it applied, the participants were to move to the other side. We had seven parents come and participate in the activity and discussion groups. The parents and students were positively impacted by the event. Many students that did not participate want to get involved next year.

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School Roosevelt Elementary. District Weber

Target Group: (whole school, entire class, grade level) Grades 3-6

Target Group selection is based upon the following data/information/school improvement goals: Problem solving skills to combat bullying and put-downs while helping to build diversity among the grades.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Great change day	Self Knowledge Competency II & III Teach students to have empathy for other students and adults. Allow participants to connect with inner feelings when insulted or treated badly by others.	List of cross the line if . . . questions to ask participants. Allow 15 minutes for the activity then break into small groups of 5 – 7 with older and younger students together. Chairs, microphone and CD player. Music: Don't Laugh At Me.	02/12/07 Started advertising for Change Agents to get permission slips signed and returned. End date 02/23/07	360 students and as many parents that want to attend.	Meet in the gym or large area to facilitate a large group after school. 50 minutes start to finish.	Observe how many students and parents cross the line as the questions are read over the microphone to the group. Track number of bullying incidents after the activity for the next four weeks. Ongoing evaluation by checking with change agents on a weekly basis while at recess and before school daily.

Signed by Melanie Stokes

05/08/07

Principal's Signature

Date

02/27/07

Date of Staff Presentation

Gary D. Smith

Prepared By

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School Roosevelt Elementary

District Weber

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Gary Smith	All students in grades 3 - 6	Curriculum attached.	02/12/07 02/23/07	360 students in grades 3 – 6 will be encountered by students who received the training.	Next time I will collect data from a survey in the week before the activity at the advertisement stage to collect with the permission slips.	153 students attended 5 parents attended Many of the students were able to release some of the feelings and talked about their fears and sadness experienced from earlier encounters. All of the parents expressed thanks for addressing such a difficult topic in an excellent non-threatening way. Students were excited after the activity and were ready to help make our school a better place by stepping in or reporting incidents to a teacher, counselor, staff or principal.	Students need a venue to express the hurtful and mean things they have experienced or done in their past. Students learned it is okay to talk about bullying. Many of our students have experienced the same feelings or participated in acts of bullying in the past.

Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

***Include actual numbers and attach data, examples and documentation.*

Great Day for Change

Introduction (5 minutes)

Today you have come forward because the call went out and you said, yes I want to make a difference. You want to make a difference in yourself and others by the choices you make every hour of everyday. You will connect with your own feelings and become a different person by the interaction with those that are here to change. Change starts small and grows. I hope this will be like the big snowball rolling forward that gains momentum as it travels. Remember you will not be able to change everyone and you may get discouraged by what you hear and watch others do. Change is hard and it involves some risk.

(Leader notes) **Play the song “Don’t Laugh at Me” I prefer the Mark Wills version on his CD Wish You Were Here. Peter Yarrow has a version in his Don’t Laugh at Me curriculum.**

Read the Traveling Frogs

Activity (15 minutes)

Count off 1 thru 9. Now I will ask some questions and you will cross the line to the other side of the room, but remain standing.

Cross the line if you were ever made fun of or put-down because of the color of your skin.

I want you to think about your feelings and how you felt when that happened to you.

Cross the line if you ever made fun of someone because of the color of their skin.

Cross the line if you were ever told you were fat, too big, too tall or too short.

When did you learn to hate others? How did you learn to hurt others by your words? Where did we learn to be so critical of others and judge them so harshly?

Cross the line if you were ever teased for wearing glasses, having braces, a hearing aid, or had a speech problem.

Cross the line if you ever teased someone for one of those reasons.

Cross the line if you ever bullied a brother or sister.

How did it make you feel? What did you want to do? Did you send a hurtful message back or did you just cry? Did you feel hurt inside and not say anything? Did you try to hide it and make others think it did not bother you? Many times we think it is okay because they are just family and we are only playing.

Many times students play the game “Just Kidding” they call the persons name or look directly to them and give a put-down and then say just kidding and everyone laughs. The person remembers the first thing they say and never hear the just kidding part.

Cross the line if you ever played this game with someone.

Cross the line if you have ever been told you were ugly, stupid, dumb, an idiot, you stink, or have cooties or bugs.

What were your thoughts at the time? Shock, hurt, anger, embarrassment, loneliness, disbelief, despair, powerless, panic, or confusion.

Cross the line if you have ever spread a rumor about someone.

Cross the line if you have ever if you have ever deliberately tried to hurt someone.

Cross the line if you ever lied to get someone in trouble.

Think of the hurt you felt when it happened to you. Now think of how it must have made that person feel.

(Group discussion 15 minutes)

Make sure you have the adults join different groups to help with the discussion

Now go to your groups and discuss the following questions:

1. How did it make you feel when you crossed the line the first time?
2. How did it make you feel when you saw your friends crossing the line?
3. What have you learned about making hurtful choices towards others?
4. Will you think about today before you give a put-down again?
5. Say one thing you will do differently in the future.

Is the person you bullied here today?

Do you realize the power of words now?

Play the song, “Point of Light” by Randy Travis from his CD High Lonesome.

Closing on next page

Here is a little Rap that may help us remember to do the right things and make better choices to help our school, home and community be a better place to live in.

Teach the RAP

I am here today because I want to do it!
I am here today and willing to prove it!
Making better choices and doing what's right.
Will help everybody feel all right!

Closing:

Today we have experienced some feelings that were uncomfortable and we gained some insight into how we treat people. I hope you will go forward today and try your best to make be a change agent.
Have everyone stand, raise their right arm to the square and swear them in as Change Agents: Repeat after me:

(Have everyone state his or her own name)

Makes a stand to improve our school, home, and community
by accepting the
Change Agent Oath.

I resolve to be respectful to others and myself by
not giving put-downs. I will treat others the way I
want to be treated. I will do my best to stand
up for others as long as it is not a dangerous
situation. In the event, I do not feel safe standing
up I will tell a responsible adult immediately.

Roosevelt Raptors are Respectful and Responsible.
We do our Best and keep each other Safe.

I found some special paper with children's hands in all colors around the boarder and this was printed in the center. The principal and I signed the certificates and presented certificates.

Traveling Frogs



A group of frogs were traveling through the woods, and two of them fell into a deep pit. All the other frogs gathered around the pit. When they saw how deep the pit was, they told the unfortunate frogs they would never get out. The two frogs ignored the comments and tried to jump up out of the pit. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and simply gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and suffering and just die. At that point he just jumped harder and finally did get out. When he got out, the other frogs asked him, "Why did you continue jumping? The frog explained to them that he was deaf and he thought they were sending him messages of encouragement.

The lesson to be learned, words are powerful and can help save or defeat. Letting someone tell us to give up and that we are no good can make us change our view and give up thinking life is too hard and that the others are right. Be careful of what you say; not everyone has the ability to filter out the unkind, unnecessary words. To help or to hurt is strictly your choice. Special is the individual who will take the time to encourage another. Be special to others.



Note for next year: I will give a survey next year prior to the activity with the permission slip on the bottom of the page to collect data about bullying, put-downs, and uncomfortable incidents growing up.

Lisa Anhder, Roy Elementary
Abstract/Closing the Gap/2006-2007

Our Character Education Program was simplified to match our mascot the RAMS; Responsibility, Acceptance, Mastery, and Service, our goal; to increase learning and character traits.

. Monthly lessons were created to teach **all grades**. Themes were reinforced with coloring contests and assemblies. 76% of students surveyed learned the themes and what they represented. 52% recalled specific plots from the skits. 60% participated in the coloring contests. 70% of parents surveyed were aware of the program and supportive. Teachers and administration were supportive and rewarded students for exemplifying the character traits.

We plan to continue the RAMS program, increase parental involvement, create follow-up activities for teachers to reinforce lessons and skits, and reward students using suggestions from parent and student surveys.

Student Survey Feedback

Student Survey:

300 students surveyed/ 650 students in the school.

76% or 228 students could report knowing what each letter in our theme, RAMS, means.

60% or 180 students surveyed participated in the Character Coloring Contest.

52% or 156 students could name a plot from one of the skits.

Rewards students would enjoy for good Character Acts:

Candy	Doughnuts	Toys	Money
No work cards	Books	School Supplies	Ice Cream
Ipod/Large gift drawings		Certificates	Recognition
Yearbooks	Tickets to events	Extra recess	Better Grade
Eat w/teacher	Homework Free	Swim day	Field day
Soda	Lagoon passes	Art supplies	Video Game
Stuffed toys	Math/Science games		RAMS slips
Trophy	Just Thanks	Game w/principal	Out to lunch
Picture on the wall	Rams t-shirts	Movie	Footballs

Some fun suggestions:

People are your friends	A pat on the back	Coffee
Saying, "Good job!"	Get rid of sister	\$1 million
Telling my parents	Pride for Popcorn Day	

Parent Survey Feedback

160 Surveys were sent home. 20 were returned.

Results:

Were you aware of the character program we used at school this year?
(RAMS; for Responsibility, Acceptance, Mastery and Service.)

14 parents or 70% of parents reported Yes.

1 parent or 5% of parents reported A Little.

5 parents or 25% of parents reported No.

Did your student ever tell you about activities we did at school to promote these areas?

11 parents or 55% of parents reported Yes.

2 parents or 10% of parents reported A Little.

6 parents or 30% of parents reported No.

1 parent or 5% of parents reported Not sure.

In what ways would you like to see us reward students for meeting their goals in these areas?

Points for prizes	Certificates-free stuff	Treats
Awards	School supplies	Reading books
Mini-pizza	A Ribbon	Recognition
A Field Trip	Time with the Principal	Badges
Small prizes	Name on Marquee	

Special requests: No candy. Not food items. No candy.

Do we need to involve parents in Character Education more?

10 parents or 50% said Yes.

1 parent or 5% said Somewhat.

3 parents or 15% said No.

2 parents or 10% said Not sure.

4 parents or 20% did not answer.

*I offered candy to students who returned these surveys. It was the end of the school year and I believe this is why I didn't get many surveys back. I will send surveys out earlier next year. I still think these suggestions will be a great help to me in planning next year.

Do you feel like we need to involve parents more in our RAMS program? If so, do you have any suggestions?

- Parent Meetings
- Friday Pride Popcorn Days. .25 a bag to benefit the PTA. Take orders before school. Students receive popcorn after school.
- An assembly so kids can share what they've learned.
- Activities parents can do at home with a sign-off sheet.
- Just letting us know of an accomplishment.
- Give parents a chance to let you know when they display these characteristics. One teacher can't see everything.
- Have them practice those qualities at home too.
- My kids enjoyed it very much this year and I appreciate the reinforcement of these character traits. Thanks!
- Send a list of activities home. Grade level parties to reward those promoting the program most.
- Send home activities.
- Thanks for all you do!

ABSTRACT FOR DATA PROJECT 2006-07

Two third-grade classes took part in an empathy project for the school year. The unit began in September 2006. The students were taught the definition of empathy, practiced skills that showed empathy and self-reported when they performed empathetic acts. Once a week, each student was given a paper shoe if they reported that they had performed an empathetic act. At the conclusion of the unit on empathy (April 2007), the students were able to tie all their shoes together with a shoelace. We then displayed them on a bulletin board for the school. The heading said, "Empathy: 3rd Grade has learned how to walk in other people's shoes." At the beginning of the project, 28% of the participants knew what empathy meant, while 72% either didn't know or answered incorrectly. At the conclusion of the project, 89% of the participants knew what empathy meant and only 11% still didn't know or answered incorrectly. Also, 97% of the participants reported that when they did nice things for other people they felt good as well as helping make others feel good.

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School Valley Elementary

District Weber School District

Target Group: (whole school, entire class, grade level) 3rd Grade

Target Group selection is based upon the following data/information/school improvement goals: To educate third-grade students about the concept of empathy and introduce skills on how to show empathy to others.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Empathy, feelings, kindness, relationships.	This action plan falls under the Multicultural/Global Citizen Development Domain. It addresses Standard G: students will develop the ability to evaluate and approach life as a contributing citizen to a global community. Objective 1: demonstrate a deep regard for self and others. (MG: G1)	Stories and activities that demonstrate empathy and empathetic behaviors. The students will self-report when they demonstrate empathy at school.	9/7/06 to 5/18/07	70	3 rd Grade	Pre- and Post-Tests

Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools
Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School Valley Elementary

District Weber School District

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Danielle Short	3 rd Grade	Stories and activities that demonstrated empathy & empathetic behaviors. The students self-reported when they demonstrated empathy. They earned a paper shoe each week for showing empathy. The shoes were tied together with shoelaces and displayed in the school. 3 rd grade had learned "how to walk in someone else's shoes" (empathy).	9/14/06 to 4/20/07	67	Pre-test: 28% could label empathy correctly. Pre-test: 25% could identify an empathetic act. Post-test: 89% could label empathy correctly. Post-test: 84% could identify an empathetic act.	As a result of this action plan, students were able to implement and identify acts of empathy. They also reported feeling good about themselves and others when they exhibited empathetic behaviors. Teachers reported that students exhibited more empathetic behaviors during class times as well such as; sharing, helping, kindness, positive language, etc.	The data suggests that the students learned the definition of empathy as well as how to show empathy. The 3 rd grade students are more likely to use empathetic skills and behavior to one another in the classroom and on the playground as they now know what it is and how to apply it.

Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

****Include actual numbers and attach data, examples and documentation.**

Pre-questionnaire

73 third-grade students participated in the pre-survey.

When asked if they knew what empathy means:

3 (4%) students marked "mean and rude"

25 (34%) students marked "funny and joking"

20 (28%) students marked "kind and nice"

25 (34%) students marked "I don't know"

When asked to, "Circle the answer that shows empathy:"

5 (6%) students marked "Not letting other kids play with me."

18 (25%) marked "Saying hi to someone."

18 (25%) marked "Being kind and helpful to someone in need."

32 (44%) marked "I don't know."

Post-questionnaire

67 third-grade students participated in the post-survey.

When asked if they knew what empathy means:

- 0 (0%) students marked "mean and rude"
- 2 (3%) students marked "funny and joking"
- 60 (89%) students marked "Kind and nice"
- 5 (7%) students marked "I don't know"

When asked to, "Circle the answer that shows empathy:

- 0 (0%) students marked "Not letting other kids play with me."
- 8 (12%) students marked "Saying hi to someone."
- 3 (4%) students marked "Being kind and helpful to someone in need."
- 56 (84%) students marked "I don't know."

Implications

The data shows that the third-grade students learned the definition of empathy and how to show empathy. They also enjoyed the lessons.

Results Data/Examples

When asked, "I feel good about myself when I help others:"

67 (100%) students marked "true."

When asked, "When I do nice things for other people, I feel good and they feel good:"

65 (97%) students marked "yes."

2 (3%) students marked "no."

Pre-questionnaire

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When asked if they knew what empathy means:

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Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2006-2007*, Elementary Schools

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2007

School Washington Terrace Elementary District Weber

Target Group: (whole school, entire class, grade level) Nine boys in grades 5 and 6

Target Group selection is based upon the following data/information/school improvement goals: Academic proficiency

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (e.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
School Success Skills Curriculum	Standard IX --Skills to understand and interact with others. --Understanding the relationship between educational achievement and career planning.	Group Counseling for School Counselors: A Practical Guide By Greg Brigman and Barbara Early-Goodman The career Game: Explorer edition.	March 6, 2007 to May 15, 2007	9	Lessons presented in small group counseling sessions held on Tuesdays at 11:00 a.m. for 10 weeks.* *Adjustments made for CRT testing.	Pre-test/ Post-test to evaluate student attitudes and behaviors and comparison of grades 1 st semester to 2 nd semester.

Principal's Signature _____ Date _____ Date of Staff Presentation N/A Prepared By John Richards

**Adapted from the ASCA National Model for School Counseling Programs*

Utah CGP--Closing the Gap Results Report 2006-2007*, Elementary Schools

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School Washington Terrace Elementary

District Weber

Counselor	Target Group	Curriculum And Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
John Richards	Nine male students in grades 5 and 6 at Washington Terrace Elementary.	<p>Group Counseling for School Counselors: A Practical Guide By Greg Brigman and Barbara Early-Goodman</p> <p>The career Game: Explorer edition.</p>	March 6, 2007 to May 15, 2007	9	<p>The students were chosen to participate based upon grades and teacher recommendation. The teachers stated that the student was capable of better and/or more work.</p> <p>Pre-test reports negative attitudes toward school and poor peer relationships.</p>	<p>The results of the pre-assessment and the post-assessment were varied. They indicate that the group participants feel they improved in their social skills.</p> <p>Academic performance remained at nearly the same levels. The students' grades showed little change, and even declined somewhat toward the end of the school year.</p> <p>The majority of the participants lack motivation to succeed in school even though they are academically capable.</p> <p>Attitudes toward school remained essentially the same.</p>	<p>The group should be held earlier in the year by identifying at-risk students at the beginning of the school year. It should run for a longer time period, to allow more teaching. Group should end before CRT testing.</p> <p>Group did not allow for external factors for success such as parent involvement.</p> <p>Involve teachers more to help track success in the classroom.</p> <p>Students reported a connection between school success and career success. However, most did not develop motivation to do better in school.</p>

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Principal’s Signature

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

Date

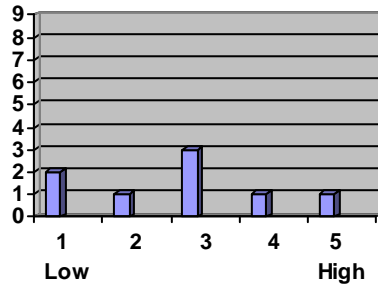
Date of Staff Presentation

Prepared By

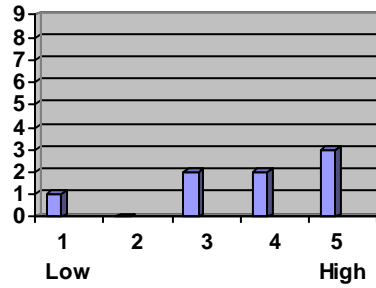
John Richards
****Include actual numbers and attach data, examples and documentation.**

School Success Skills Post Assessment

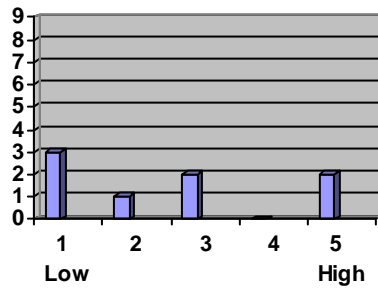
I go to school on time and with the materials I need.



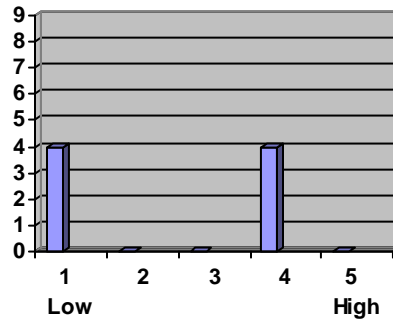
I read and try to understand all assignments



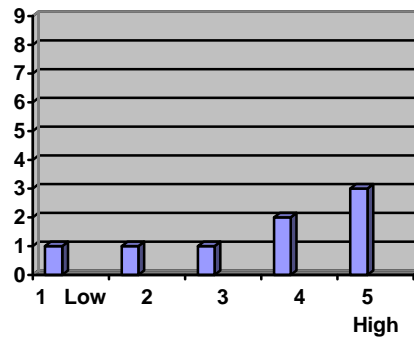
I have a folder or notebook to keep track of assignments.



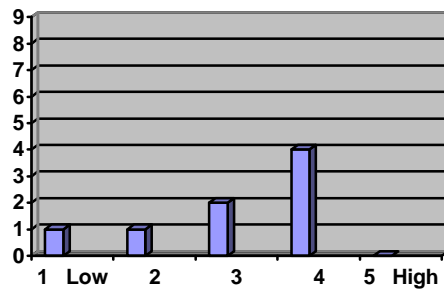
I turn in my work on time.



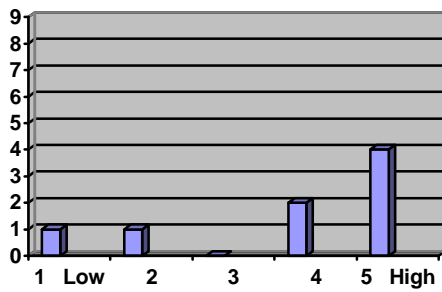
I keep track of my grades so I know how I am doing in school.



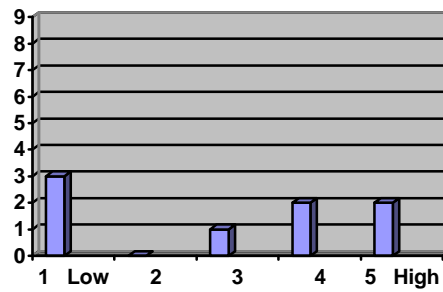
I listen and focus on what is being taught.



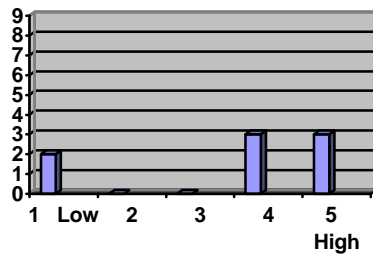
I usually understand my assignments.



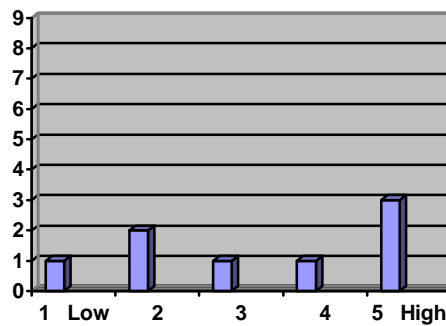
I ask questions when I don't understand what is being taught.



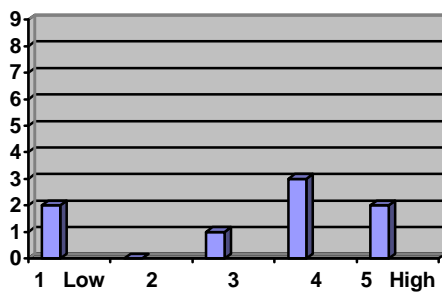
My teacher will help me when I don't understand what is being taught.



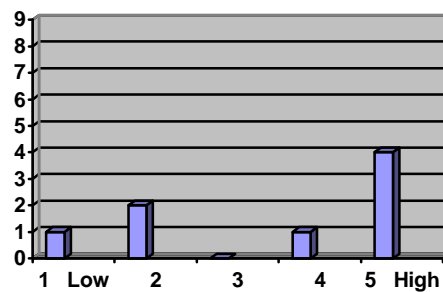
I know how to study for tests.



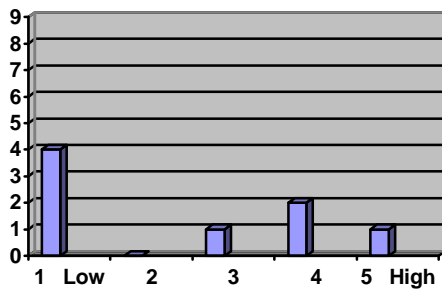
I have a dependable person to study with in my class.



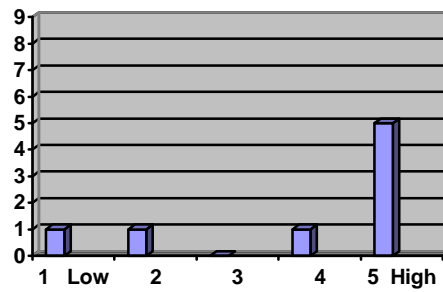
I know how to make and keep friends at school..



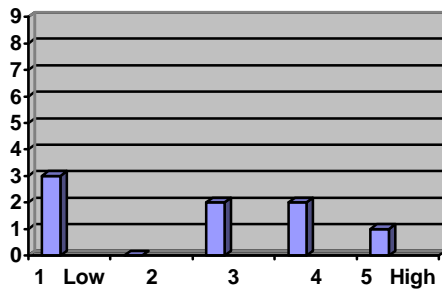
I like to come to school and learn..



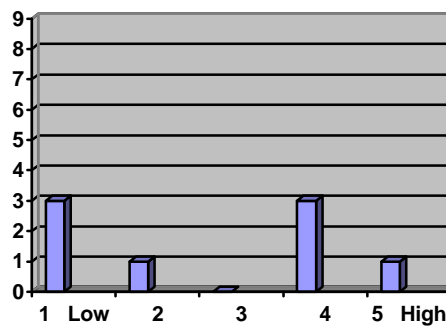
Doing well in school is important to do well in life.



I learned things in group that will help me later in life.

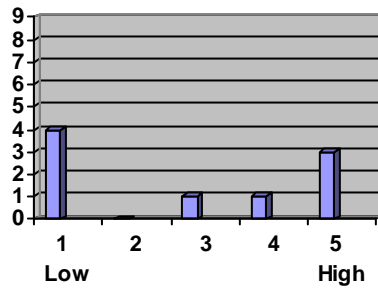


The group met my needs.

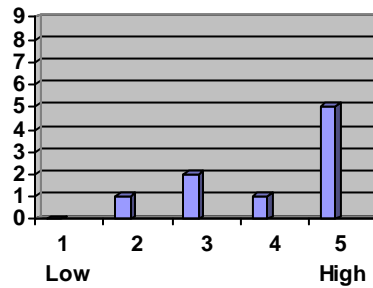


School Success Skills Pre-Assessment Results

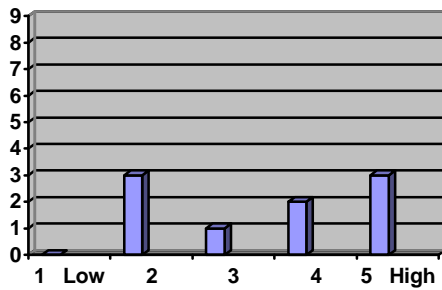
I like to come to school and learn..



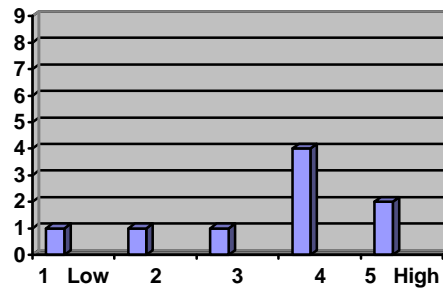
Doing well in school is important to do well in life.



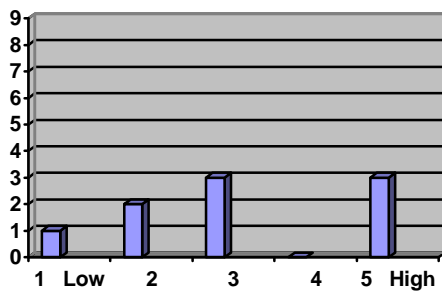
I go to school on time and with the materials I need.



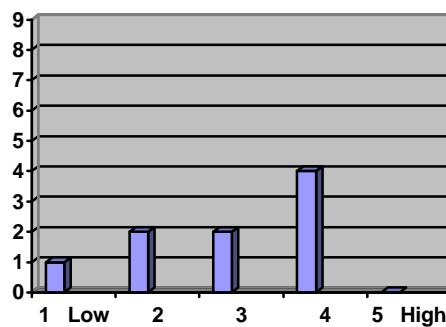
I read and try to understand all assignments



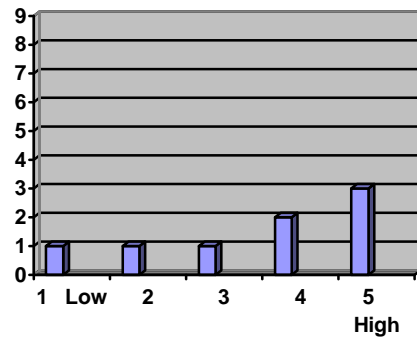
I have a folder or notebook to keep track of assignemnts.



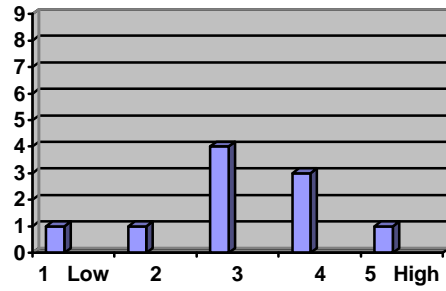
I turn in my work on time.



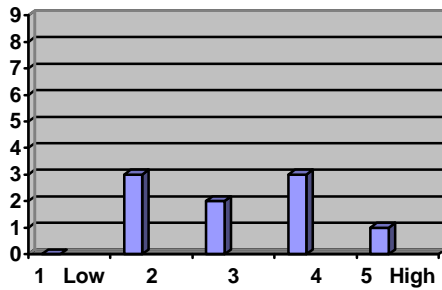
I keep track of my grades so I know how I am doing in school.



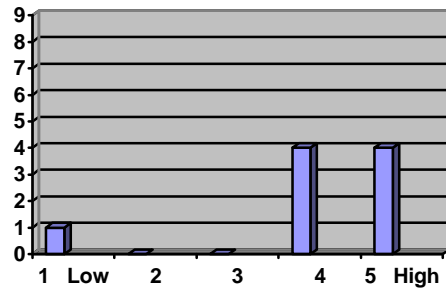
I listen and focus on what is being taught.



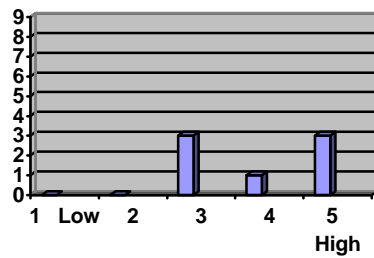
I usually understand my assignments.



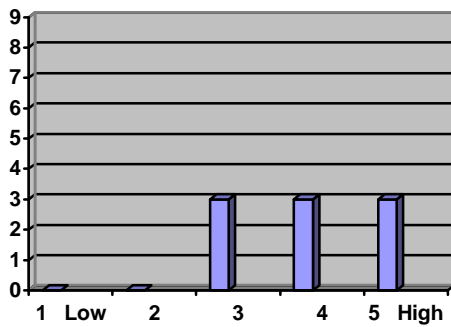
I ask questions when I don't understand what is being taught.



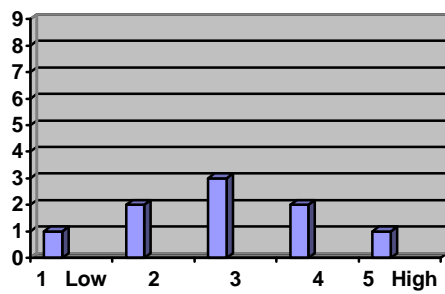
My teacher will help me when I don't understand what is being taught.



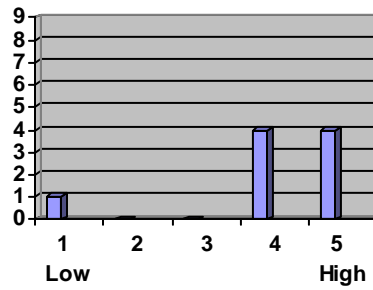
I know how to study for tests.



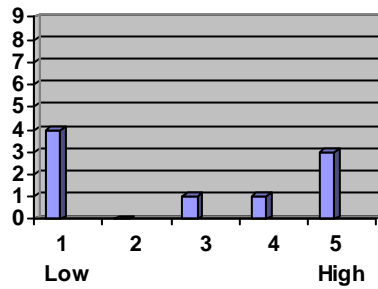
I have a dependable person to study with in my class.



I know how to make and keep friends at school..



I like to come to school and learn..



Doing well in school is important to do well in life.

